



**Birmingham Community Charter  
High School  
Renewal Charter Petition  
For the term July 1, 2019 – June 30, 2024**

**Submitted to the Los Angeles Unified School District  
August 29, 2018**

## TABLE OF CONTENTS

Affirmations/Assurances.....	3
ELEMENT 1: EDUCATIONAL PROGRAM.....	5
ELEMENT 2 & 3: MEASURABLE STUDENT OUTCOMES AND METHOD OF ASSESSING STUDENT PROGRESS TOWARDS MEETING OUTCOMES .....	82
ELEMENT 4: THE GOVERNING STRUCTURE OF THE SCHOOL .....	90
ELEMENT 5: EMPLOYEE QUALIFICATIONS .....	103
ELEMENT 6: HEALTH AND SAFETY .....	116
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE .....	120
ELEMENT 8: ADMISSION REQUIREMENTS.....	123
ELEMENT 9: FINANCIAL AND PROGRAMMATIC AUDIT .....	127
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES .....	129
ELEMENT 11: RETIREMENT SYSTEM.....	152
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES .....	153
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES .....	154
ELEMENT 14: MANDATORY DISPUTE RESOLUTION.....	155
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES.....	159
ADDITIONAL PROVISIONS .....	166
ADDENDUM .....	174

## Assurances, Affirmations, and Declarations

[Birmingham Community Charter High School] (also referred to herein as “BCCHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## Element 1 – The Educational Program

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

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### GENERAL INFORMATION

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Tracie Bowdoin
• The contact address for Charter School is:	17000 Haynes Street, Lake Balboa, CA 91406
• The contact phone number for Charter School is:	818-758-5203
• The proposed address or ZIP Code of the target community to be served by Charter School is:	91406
• This location is in LAUSD Board District:	District 3
• This location is in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	3200
• The grade level(s) of the students in the first year will be:	9-12
• Charter School’s scheduled first day of instruction in 2019-2020 is:	August 5, 2019
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	3200
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:30am – 3:27pm
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

## **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

## **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

## **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

## **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**



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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS 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

- All Students enrolled as of December 1 of each school year

District ID, SSIS 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

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

## **COMMUNITY NEED FOR CHARTER SCHOOL**

BCCHS is committed to providing an excellent and innovative educational program that creates opportunities for all students. To that end, BCCHS has experienced success in several areas over the past year. BCCHS has achieved significant success in student achievement, particularly in areas that have proven to be historically challenging, as well as in program effectiveness, and in improvements to the physical plant. BCCHS continues to demonstrate success in maintaining a strong and positive school culture for students and their families, safe and updated school facilities, as well as a strong organizational management structure and effective and collaborative governing board.

## **SUCSESSES**

### **LAUSD OVERSIGHT**

Over the term of the last five years of our charter, we have shown steady growth and successes in all categories of our educational program as evidenced in our oversight reports. In our most recent oversight report for the 2017-18 school year, we earned ratings of accomplished and proficient in every category. We earned a rating of 4, *Accomplished*, in Governance, and ratings of 3, *Proficient*, in each of the other three oversight categories: Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations. We attribute these successes to school-wide efforts at all levels to strengthen and improve all aspects of our organizational capacity to ensure a strong educational program for our students.

### **CCSA ACADEMIC ACCOUNTABILITY REPORT**

BCCHS meets the minimum accountability criteria to garner support from CCSA as a renewing charter school. BCCHS meets the renewal criteria with scores of “Above” in two of three categories including state rank and similar schools rank for data from both 2015-16 and 2016-17 school year.

### **WASC ACCREDITATION**

In spring of 2018, BCCHS received a 6-year WASC accreditation renewal. After the extensive collaborative work of all stakeholders, BCCHS demonstrated strong gains in every area of our state priorities and educational program and earned the second highest rating possible from the Western Association of Schools and Colleges.

## **FEDERAL PROGRAM MONITORING**

During the 2017-18 school year, BCCHS was selected for an on-site Federal Program Monitoring (FPM) Review which took place in February. Five California Department of Education (CDE) reviewers visited the campus for three days in order to perform a thorough review of selected categorical programs:

- Compensatory Education
- English Learners
- Uniform Complaint Procedures (UCP)

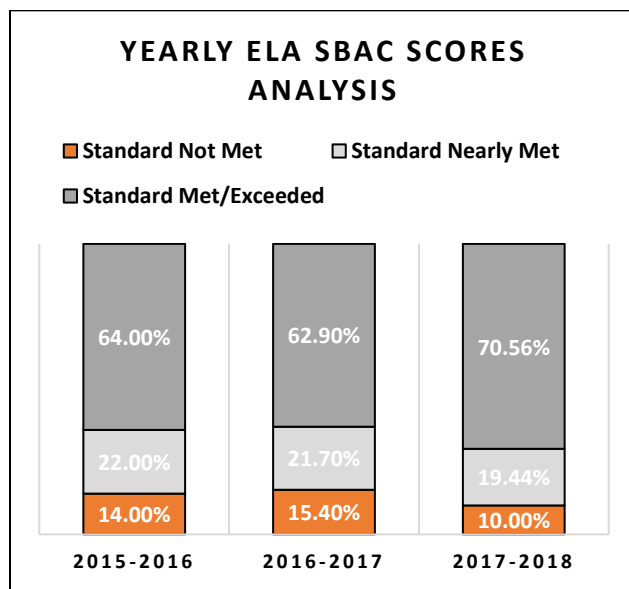
The purpose of an FPM Review is to ensure that schools are spending federal funding as required by law. The on-site review included classroom visits and interviews with School Site Council and English Learner Advisory Council members as well as certificated and classified staff members. Hundreds of documents were reviewed in order to ensure compliance with guidelines for federal funding. Findings by the review committee indicate items which need to be resolved. At the conclusion of the review, the English Learner Program had no findings of non-compliance; Compensatory Education had two findings of non-compliance; one of the findings was that the Parent Involvement policy had been submitted without minutes demonstrating approval by our governing board. The second finding was related to our time accounting for certain employee positions funded by federal program funds – we needed to tighten our accounting and time keeping to ensure the proper funding streams were used to pay for specific employee positions. To correct this finding of non-compliance, BCCHS revised its time accounting procedures to correctly document duties and hours of work performed. Uniform Complaint Procedures (UCP) had one finding of non-compliance. In our UCP policies and procedures we needed to have our revisions approved by our governing board, which we did in the subsequent meeting. Once the findings of non-compliance were identified, BCCHS made the required adjustments to our procedures in order to resolve them. The findings were quickly resolved, and the CDE Reviewers concluded that all areas of the BCCHS operations and management of federal programs were in compliance.

## **ACADEMIC PERFORMANCE DATA**

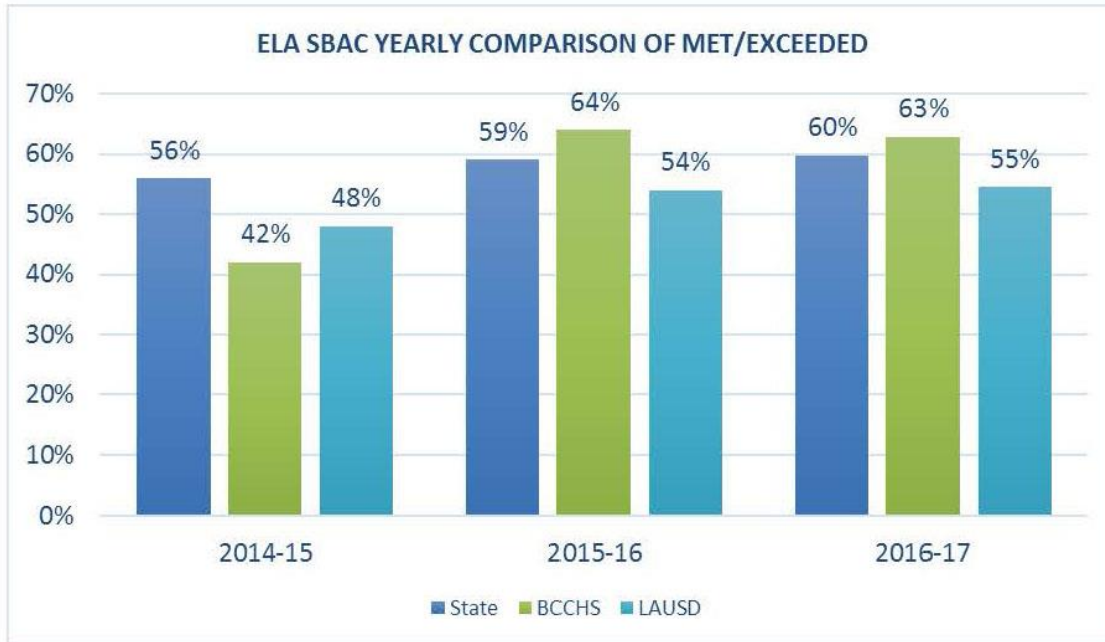
### **Smarter Balanced Assessments – English Language Arts**

Throughout the term of the current charter, BCCHS has made great strides toward increasing proficiency in English Language Arts both school-wide and among subgroups. According to the California Assessment of Student Performance and Progress (CAASPP) website, in the 2014-2015 school year, 42.00% of students school-wide met or exceeded (combined) proficiency in ELA on the SBAC. The following year, in 2015-16, that number increased to 64.00% of students meeting or exceeding (combined) proficiency in ELA. BCCHS experienced a slight decrease of 1.10% in the 2016-17 school year as 62.90% of students met or exceeded (combined) proficiency. However, this past school year (2017-18), preliminary test data from the CAASPP Test Operations Management System (TOMS) indicates that the percentage of BCCHS students school-wide who met or exceeded (combined) proficiency in ELA rose to 70.56%. This shows

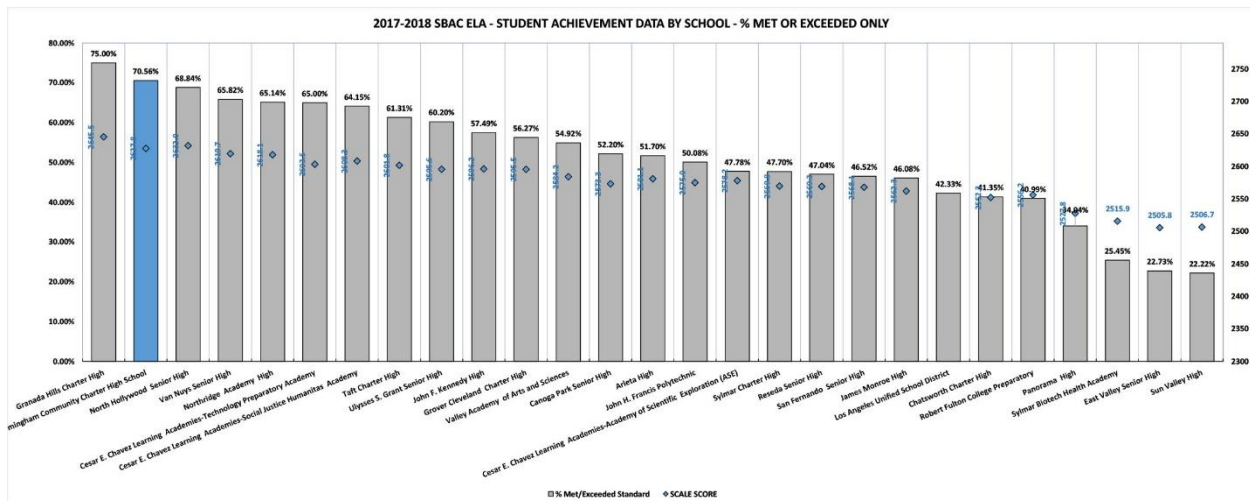
an increase in percentage of students meeting or exceeding proficiency in ELA of almost 30% since the 2014-15 school year. Furthermore, an analysis of the 11<sup>th</sup> grade BCCHS scores in the 2017-18 school year as compared with those same students' scores on the 8<sup>th</sup> grade Smarter Balanced Assessment Consortium (SBAC) from three years prior in the 2014-2015 school year demonstrates strong growth consistent with the overall BCCHS increase in ELA proficiency throughout the term of our charter. The comparison between BCCHS student scores in 8<sup>th</sup> grade and those same students in 11<sup>th</sup> grade shows tremendous growth with an increase in the percentage of students achieving proficiency of 38.56%. In the 2017-18 school year, 70.56% of 11<sup>th</sup> grade students met or exceeded proficiency in ELA. In 2014-15, only 32.00% of those same students met or exceeded proficiency in ELA on the 8<sup>th</sup> grade SBAC. This data shows a significant increase in the number of students meeting or exceeding proficiency in English Language Arts.



Although BCCHS experienced a slight decrease of 1.1% in SBAC ELA in the 2016-17 school year, BCCHS has maintained an overall performance higher than both LAUSD and the state each year since the 2015-16 school year.



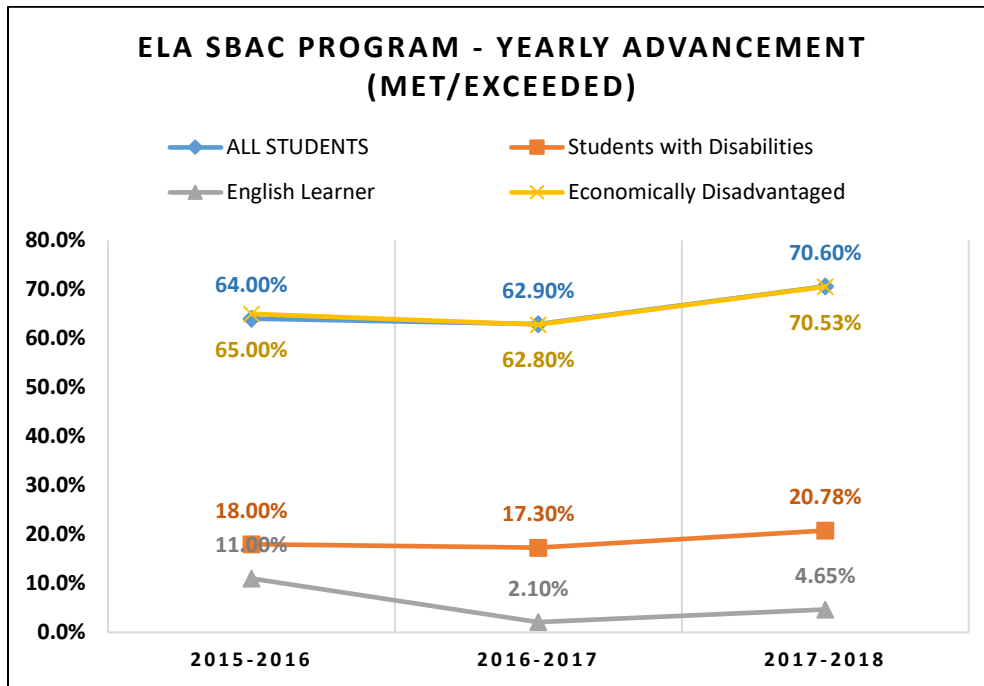
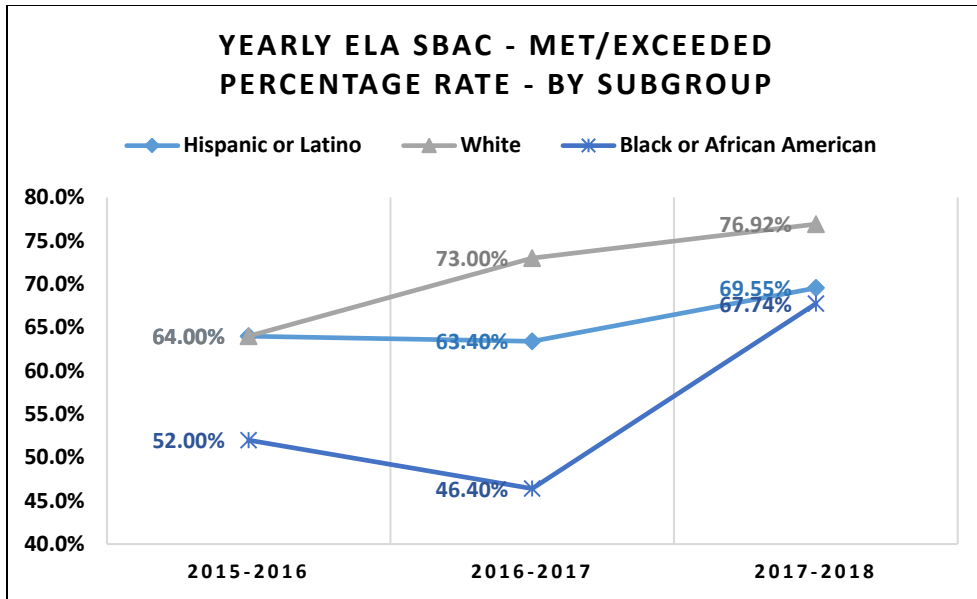
Of the 25 comparison resident schools and LAUSD from the Office of Data and Accountability (ODA) data set, BCCHS ranks 2<sup>nd</sup> behind Granada Hills Charter High School in the percentage of students performing at Met/Exceeded levels for the SBAC – ELA in the 2017-18 school year. According to the LAUSD ODA data set of comparison resident schools for 2016-17, Birmingham students achieved proficiency in ELA at greater numbers than 13 comparison resident schools and LAUSD overall. This upward trend of higher percentages of BCCHS students meeting and achieving proficiency on the ELA SBAC demonstrates strong English Language Arts preparation within our educational program.



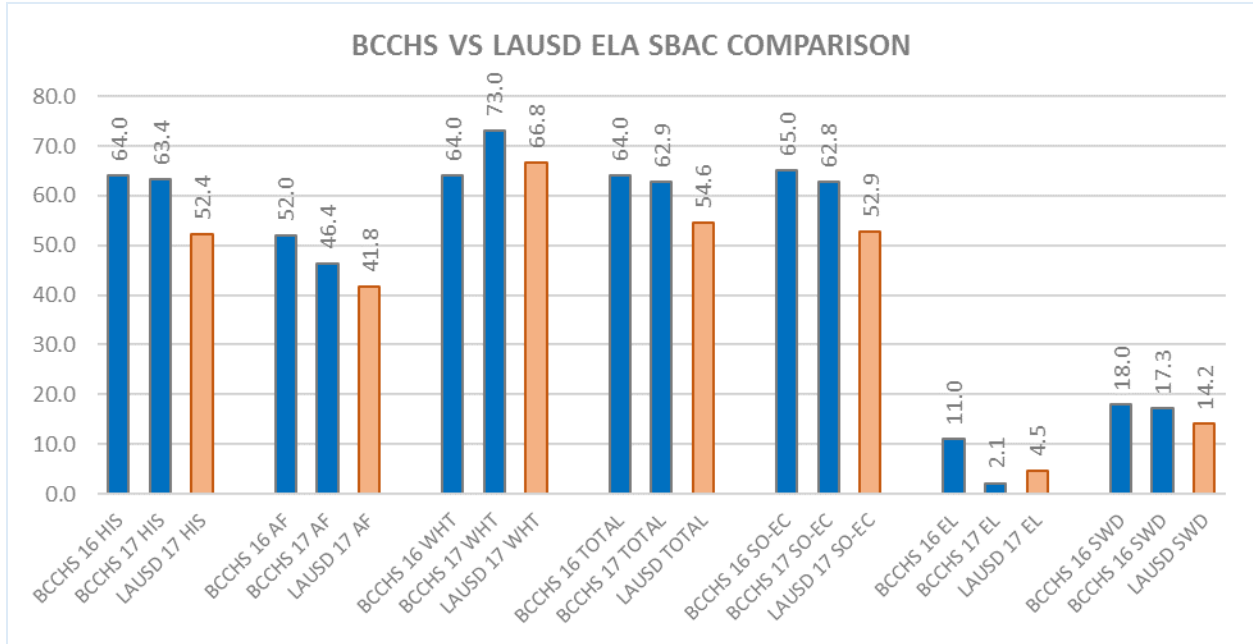
### Numerically Significant Subgroups – ELA

BCCHS's numerically significant subgroups include: Latino, White, African-American, Socioeconomically Disadvantaged, Students with Special Needs, and English Learners. Preliminary CAASPP data from the TOMS website indicates that in the 2017-18 school year, all significant student subgroups increased in the percentage of students meeting or exceeding proficiency in ELA over the prior school year 2016-17. In some cases, the rise in percentage of students meeting/exceeding proficiency was significant. While there was a slight decline among most subgroups from the 2015-16 school year to the 2016-17 school year, we are encouraged to see strong gains in every subgroup for ELA proficiency. In the 2015-16 school year, 64% of BCCHS's Latino students met or exceeded proficiency. In the 2017-18 school year, 69.55% of Latino students met or exceeded proficiency in ELA, a net increase of 5.55% over the past two years.

In the 2015-16 school year, 64% of BCCHS's White students met or exceeded proficiency. In the 2017-18 school year, 76.92% of White students met or exceeded proficiency in ELA, a tremendous net increase of 12.92% over the past two years. In the 2015-16 school year, 52% of BCCHS's African American students met or exceeded proficiency. In the 2017-18 school year, 67.74% of African American students met or exceeded proficiency in ELA, a striking net increase of 15.74% over the past two years. In the 2015-16 school year, 18% of BCCHS's Students with Disabilities met or exceeded proficiency. In the 2017-18 school year, 20.78% of Students with Disabilities met or exceeded proficiency in ELA, a net increase of 2.78%. In the 2015-16 school year, 65% of BCCHS's Socioeconomically Disadvantaged students met or exceeded proficiency. In the 2017-18 school year, 70.53% of Socioeconomically Disadvantaged students met or exceeded proficiency in ELA, a net increase of 5.53% over the past two years. Finally, in the 2015-16 school year, 11% of BCCHS's English Learner students met or exceeded proficiency. This number decreased to 2.10% in the 2016-17 school year. In the 2017-18 school year, the percentage of English Learner students meeting or exceeding proficiency in ELA rose to 4.65%, an increase over the prior year of 2.55%. While it is clear that there is more work to be done with regard to English Learners meeting proficiency in English Language Arts, BCCHS is encouraged to see an increase in percentage of English Learners meeting/exceeding proficiency on the SBAC ELA over the prior year. We are also extremely proud of the staggering gains in almost every category of numerically significant subgroups and school wide.



According to the most current available comparison data from the CAASPP data website, all BCCHS numerically significant subgroups in the 2017-18 school year maintained a higher percentage of students meeting or exceeding proficiency in ELA than in the 2014-15 school year. With the exception of English Learners, all BCCHS numerically significant subgroups performed at higher levels than LAUSD.

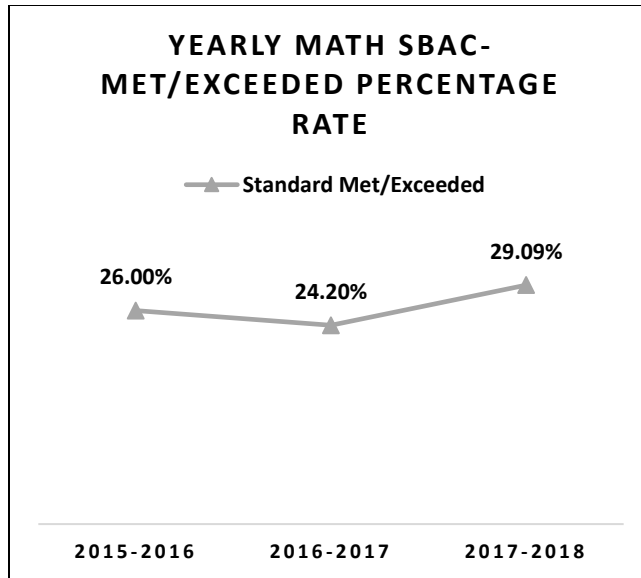


The success in SBAC ELA scores can be attributed to various factors including tutoring opportunities for students, professional development for teachers, teacher and counselor training and collaboration, and the implementation of double-block classes in ELA for students needing additional support. English faculty developed and continue to administer a series of periodic internal formative and summative assessments. This data is used to identify areas of growth among subgroups and target instruction to strengthen those areas for each subgroup.

### Smarter Balanced Assessments – Mathematics

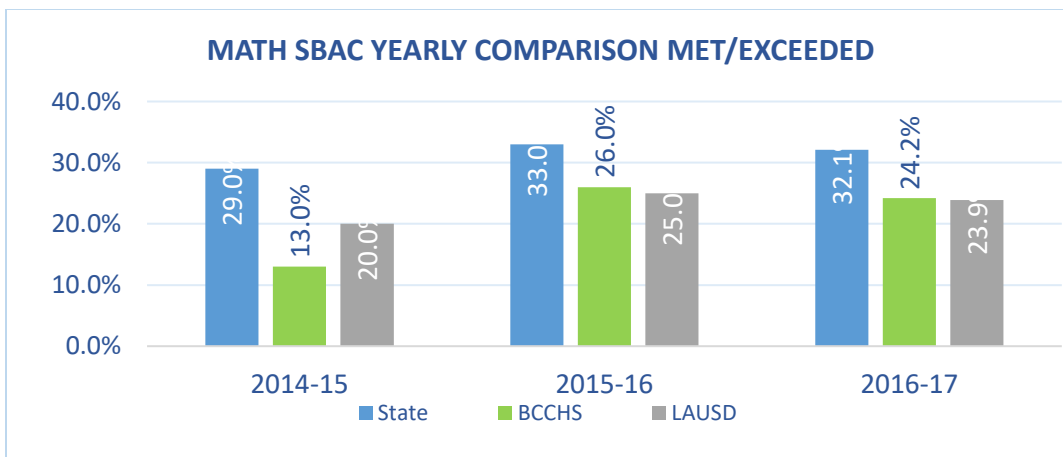
BCCHS students have also experienced significant gains in math during the term of the current charter as evidenced by their increasing proficiency on the SBAC math assessments. In 2014-15, 13% of BCCHS students met or exceeded the standard in the SBAC math. In the 2015-16 school year, this increased to 26%. In 2016-17, this number declined slightly to 24.20%. In the 2017-18 school year, preliminary assessment data indicates the overall percentage of students meeting or exceeding proficiency in math increased to 29.09%. This gain demonstrates a net increase in the percentage of students meeting or exceeding proficiency of 16.09% over the past three years. This steady growth of BCCHS students is a success, however BCCHS recognizes the need for additional improvement to ensure students continue to progress in meeting math standards.





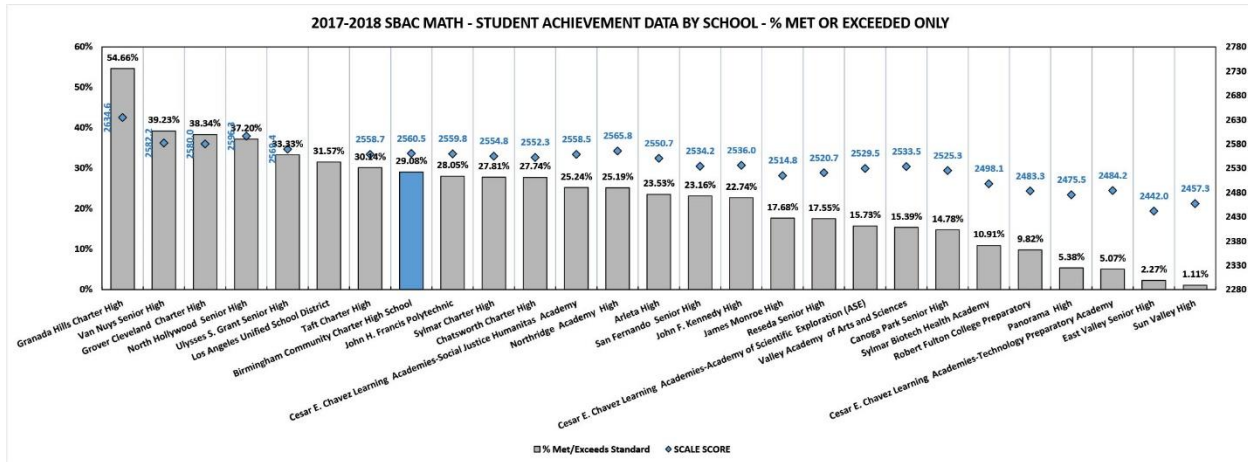
Furthermore, an analysis of the 11<sup>th</sup> grade BCCHS math scores in the 2017-18 school year as compared with those same students' scores on the 8<sup>th</sup> grade Smarter Balanced Assessment Consortium (SBAC) from three years prior in the 2014-2015 school year, demonstrates strong growth consistent with the overall BCCHS increase in math proficiency throughout the term of our charter. In the 2017-18 school year, 29.09% of 11<sup>th</sup> graders who took the SBAC assessment met or exceeded (combined) proficiency in math. In 2014-15, only 19.7% of those same students who took the SBAC in 8<sup>th</sup> grade met or exceeded proficiency in math. This data shows nearly a 10% increase in the number of students meeting or exceeding proficiency in math, a significant gain among BCCHS students.

Like the State and LAUSD, BCCHS experienced a slight decrease in the percentage of students achieving at Met/Exceeded levels on the SBAC math in the 2016-17 school year, but maintained an overall SBAC performance higher than LAUSD.



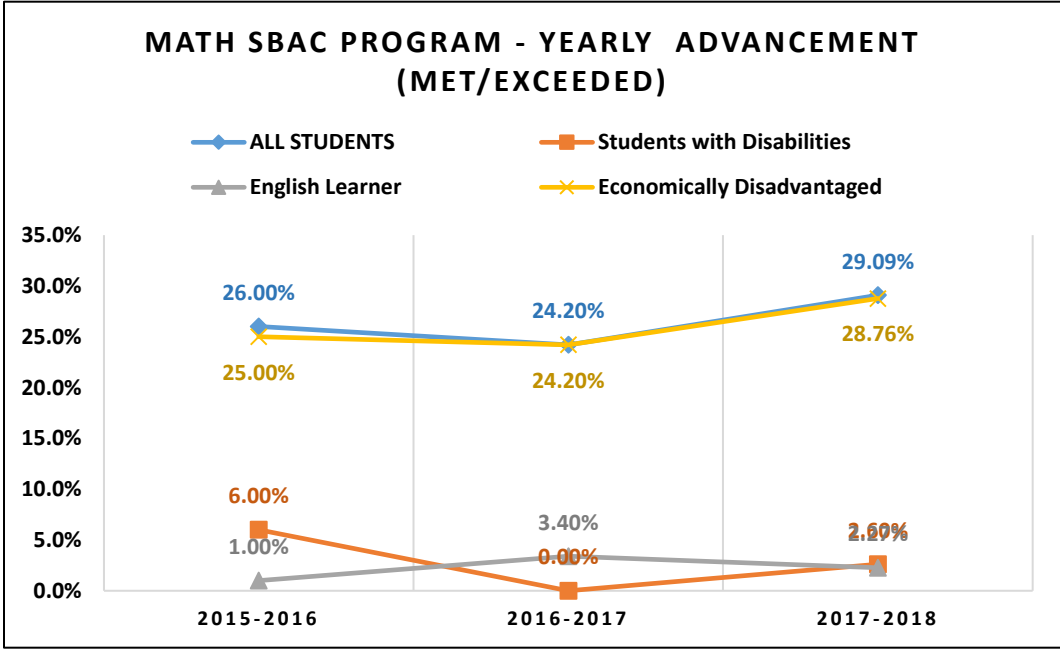
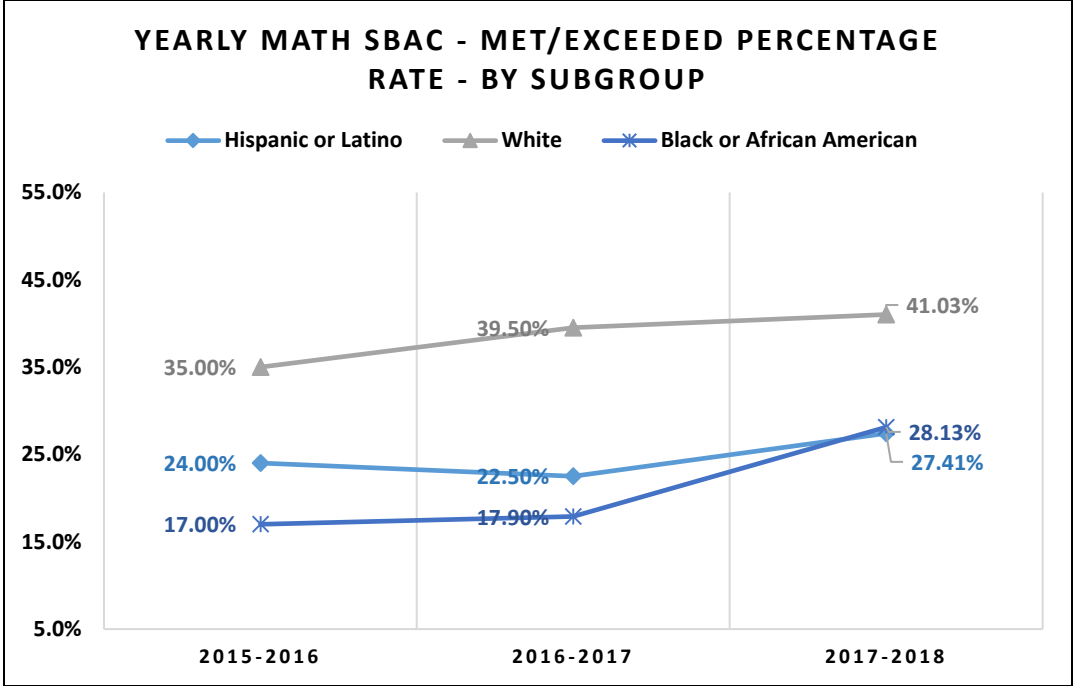
Of the 25 comparison resident schools and LAUSD from the Office of Data and Accountability (ODA) data set, BCCHS ranks 8<sup>th</sup> highest above 19 other comparison resident schools in the

percentage of students performing at Met/Exceeded levels for the SBAC math in the 2017-18 school year.



### Numerically Significant Subgroups – Mathematics

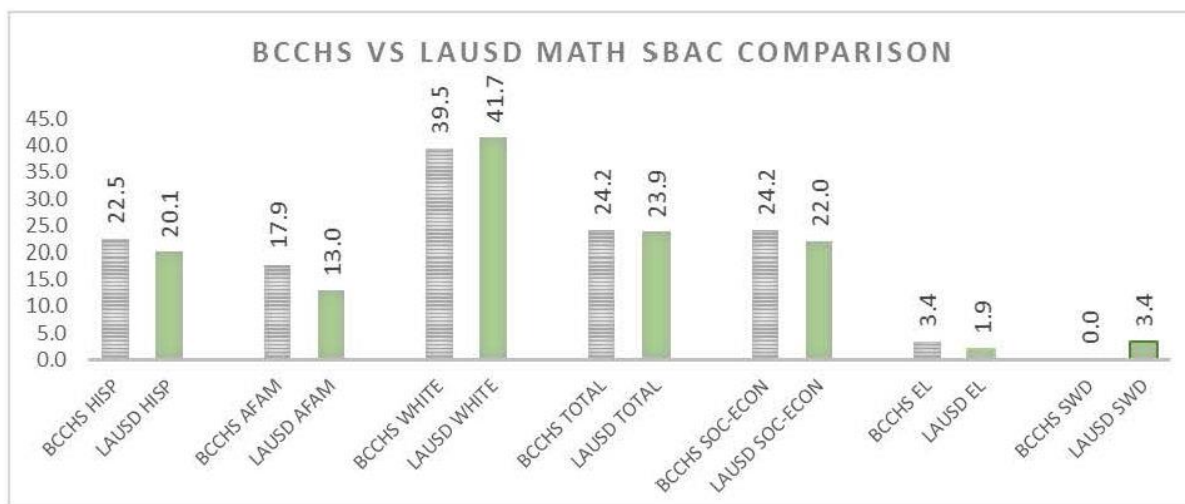
As in ELA, almost all of our numerically significant student subgroups demonstrated a net increase in the percentage of students meeting or exceeding proficiency in math over the past two years since the 2015-16 school year. In the 2015-16 school year, 24% of Latino students met or exceeded proficiency in math. This number decreased slightly in the 2016-17 school year but increased to 27.41% in the 2017-18 school year, a net increase of 3.41% over the past two years. 35% of White students met or exceeded proficiency in 2015-16 which increased to 39.50% in 2016-17 and then again increased to 41.03% in the 2017-18 school year, a net increase of 6.03% over the past two years. In the 2015-16 school year, 17% of African American students met/exceeded proficiency in math; this number increased to 17.90% in 2016-17 and then increased significantly to 28.13% in 2017-18, a net increase of 11.13% over the past two years. 6% of Students with Disabilities met/exceeded proficiency in math in 2015-16, which decreased to 0.00% in 2016-17. Last year in 2017-18, this number increased to 2.60%, an increase of 2.6% over the prior year 2016-17. English Learners meeting/exceeding proficiency in math increased from 1% in 2015-16 to 3.40% in 2016-17 and then decreased slightly to 2.27% in 2017-18. 25% of Socioeconomically Disadvantaged students met/exceeded proficiency in 2015-16 which decreased slightly in 2016-17 to 24.20% and then increased to 28.76% in 2017-18, a net increase of 3.76% over the past two years. Despite gains in math proficiency both school-wide and among a majority of numerically significant subgroups, BCCHS recognizes there is more work to be done to increase math proficiency especially among our English Learner and Students with Disabilities populations



Based on the 2017 SBAC results, BCCHS performed higher than LAUSD in math for the following significant subgroups (See table):

- Latino
- African American
- Socio-Economically Disadvantaged
- English Learners

BCCHS's White students and Students with Disabilities were the only two significant subgroups that performed below the district average.



BCCHS recognizes the need for additional growth in math school-wide and among numerically significant subgroups. Incoming 9<sup>th</sup> grade students take a Mathematics Diagnostic Placement Test to determine their appropriate math placement. Teachers administer Interim Common Assessments (ICAs) periodically each semester to monitor student mastery of math concepts and target instruction to areas of growth. All math teachers have access to student data via an online data management system where they can review student achievement data and refine instruction to address areas of growth.

To further enhance math achievement school-wide, BCCHS has implemented various instructional strategies and interventions which are listed below. The increases in student achievement data over the past school year demonstrate that these strategies are successful, however, faculty and school leadership continue concerted efforts to raise student achievement in math:

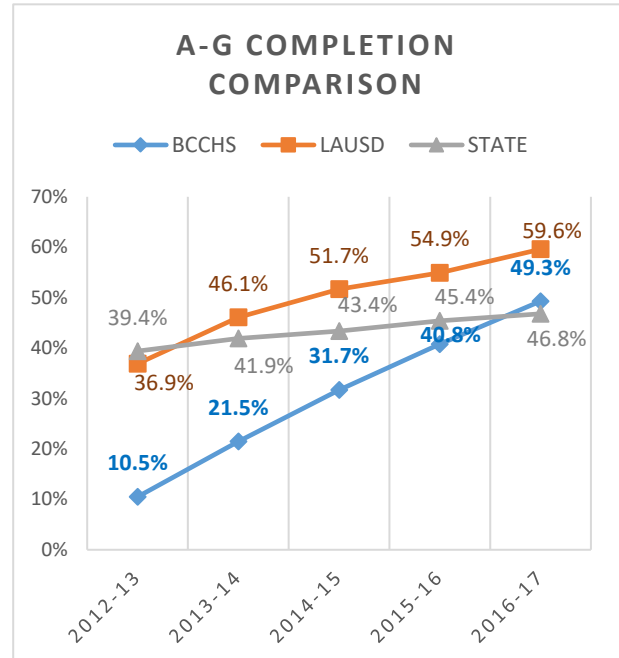
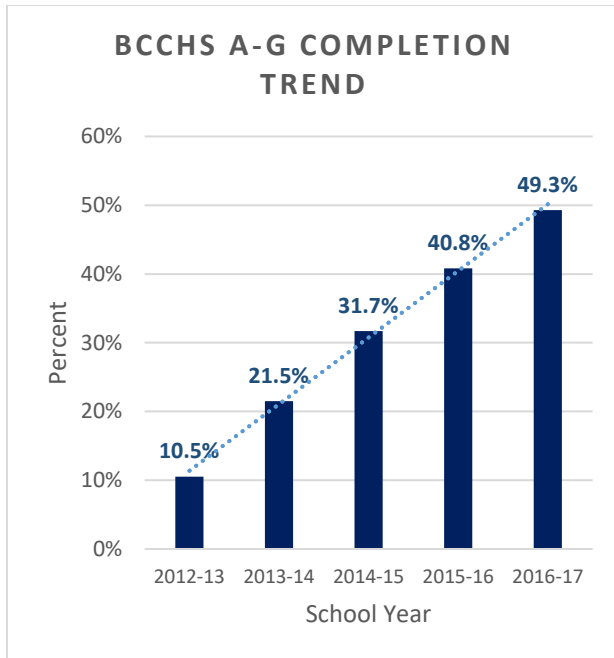
- BCCHS uses a math placement exam for every student entering BCCHS in 9<sup>th</sup> grade to properly place them in the appropriate level of math instruction.
- BCCHS has contracted with multiple Educational Service Providers (currently these include: Gateway, Tree of Knowledge, Wendy Murawski, Dr. Cheng) to provide students with math tutors in their math classes during the school day.
- BCCHS has partnered with math experts from California State University, Northridge's Center for Teaching and Learning to provide teachers with professional development to improve math instruction.
- BCCHS's instructional focus includes instructional rounds to observe the learning in the classroom following best practices in education.
- The Math Department is developing common rubrics, common grading practices and common assessments to closely monitor student progress in each unit of learning.
- The Math Department has developed shared curriculum resources accessible to all

faculty via Google Drive, the online department repository for lesson plans, assessments, project ideas, and pacing guides for each course.

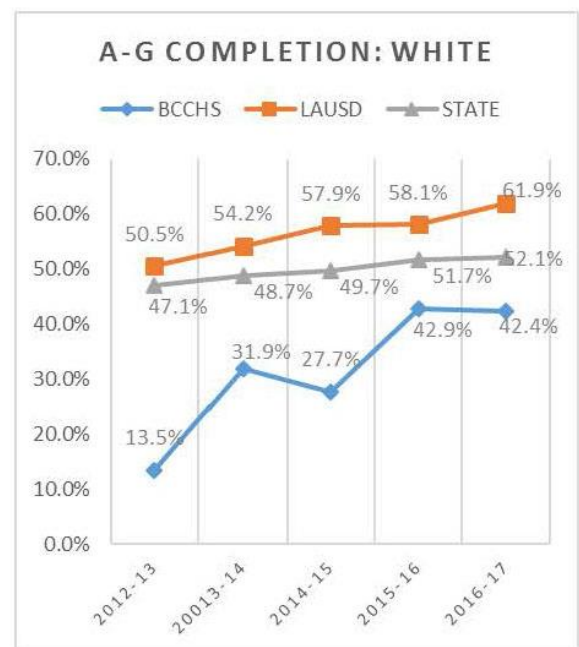
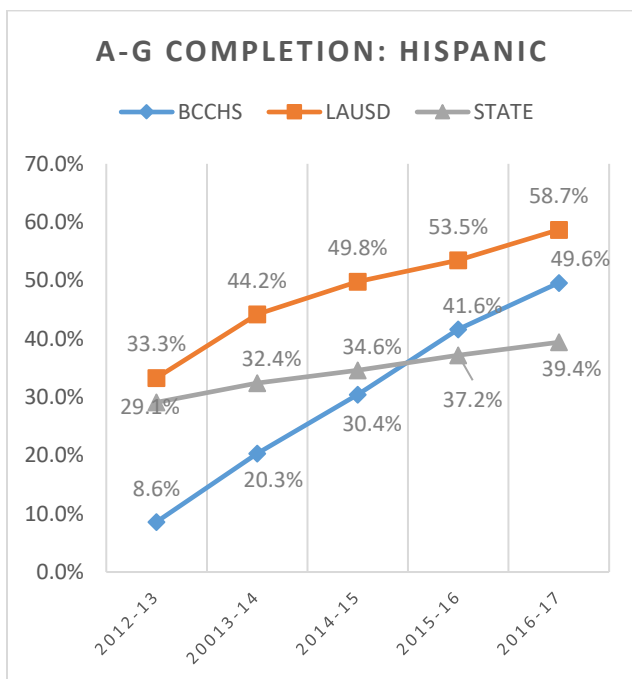
- Math Department teachers have developed pacing guides to ensure the entire curriculum for each course is completed within the school year. These pacing guides demonstrate innovative practice within the extended block period for math to include additional practice activities, intervention strategies, projects and exercises for students to demonstrate understanding of how to apply math theory into real-world practice.
- Teachers provide tutoring before and after school and during lunch as an additional support for students throughout the school year.
- Math courses in 9<sup>th</sup> and 10<sup>th</sup> grades are double blocked and curriculum is modified to provide students with additional support and intervention

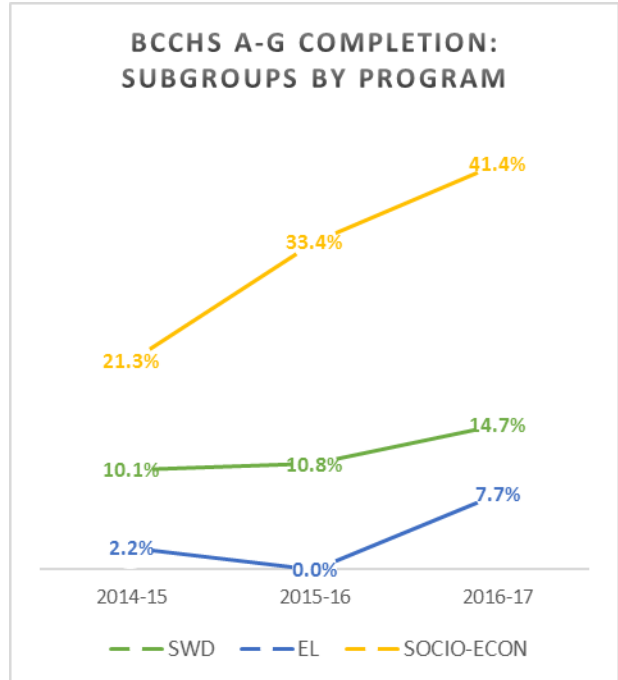
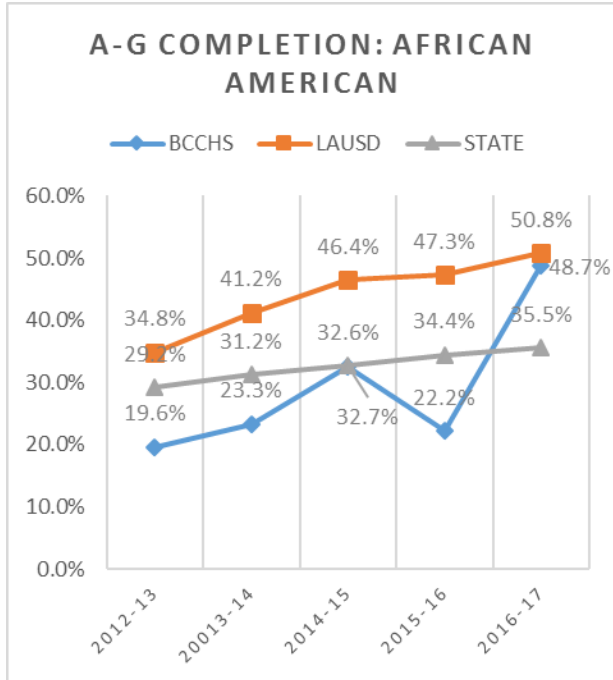
## **A-G COMPLETION**

According to the CDE Dataquest reporting system, BCCHS has made significant and consistent progress in the number of students meeting A-G requirements. The graphs below indicate BCCHS A-G progress over the past 5 years. Currently, BCCHS has surpassed the State in the number of students meeting A-G requirements. Although BCCHS's A-G rate is below LAUSD, BCCHS has demonstrated a consistent upward trend on average of 9.0% per year compared to LAUSD's 5.0% average growth per year. Through the efforts of teachers, counselors, administrators, and students, BCCHS's A-G completion rate increased from 41.0% in 2015-16 to 49.0% in 2016-17. This increase means that approximately 60 more seniors in the class of 2017 graduated having met UC/CSU admission requirements than in the class of 2016. Despite these significant gains, BCCHS expects the A-G completion rate to rise significantly in the next few years. Beginning with the class of 2020, students will be required to complete A-G requirements in order to graduate. Prior to this class, we had not required A-G courses to be completed in order for students to graduate, which is why we have experienced lower A-G completion rates. With our new focus on programming students into A-G approved courses and increasing the number of courses that are A-G approved, including elective and CTE courses, BCCHS expects to see an increase in A-G completion rates. BCCHS is proud of the significant increase in this particular indicator of students' college readiness and will maintain efforts for continued improvement.



BCCHS’s numerically significant subgroups have achieved noteworthy growth with regard to A-G completion as demonstrated in the graphs below. With the exception of a slight decrease of 0.5% in the 2016-17 school year, the White student population at BCCHS experienced steady growth in A-G completion at an average rate of 6.9% per year over the last 5 years. The Latino student population made steady gains on average of 10.3% per year for the last 5 years. The African American population made significant gains with a 48.7% A-G completion rate, trailing only 2 percentage points behind the District’s A-G completion for its African American students.



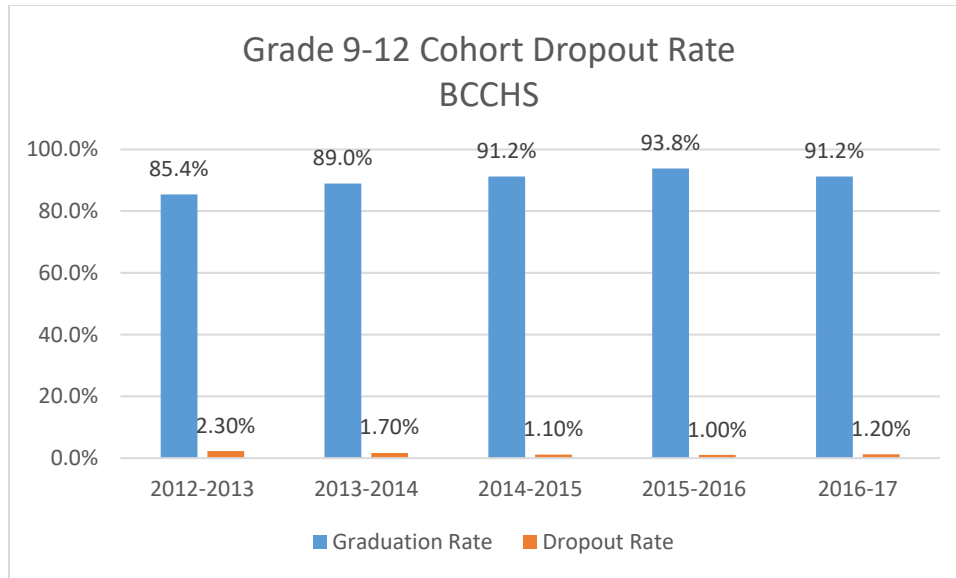


Although district, State and BCCHS comparison data are only available for ethnic subgroups by the CDE, CALPADS A-G completion data for Students with Disabilities, English Learners and Socioeconomically Disadvantaged subgroups is shown in the above graph. All three subgroups display significant growth for the past three years. English Learners increased 5.5%, Students with Disabilities increased 4.6% and Socioeconomically Disadvantaged students increased a tremendous 20.0%. BCCHS will continue its rigorous efforts to increase A-G completion rates school-wide and among significant subgroups.

Efforts to continue to improve A-G completion rates include ensuring most/all of our courses are A-G approved. Additionally, all counselors and teachers are assigned to grade-level academies with students to improve continuity with regard to programming and ensure that students are enrolled in courses to meet A-G completion requirements. For students who struggling with completing courses with passing grades, we have implemented many interventions and added support personnel and tutoring to assist students.

### GRADUATION RATE

According to the California School Dashboard and CDE Dataquest, BCCHS has steadily increased the graduation rate for the last five years from 85.4 percent in 2012 to an outstanding 93.8% in the 2015-16 school year. Subsequently, the dropout rate at BCCHS has significantly decreased from 2.3% in 2012 to only 1.0% in 2016.



In light of the efforts BCCHS has made to increase the graduation and A-G completion rates, the dropout rate has subsequently decreased for all subgroups throughout the term of this charter. Efforts to decrease the student dropout rate have included:

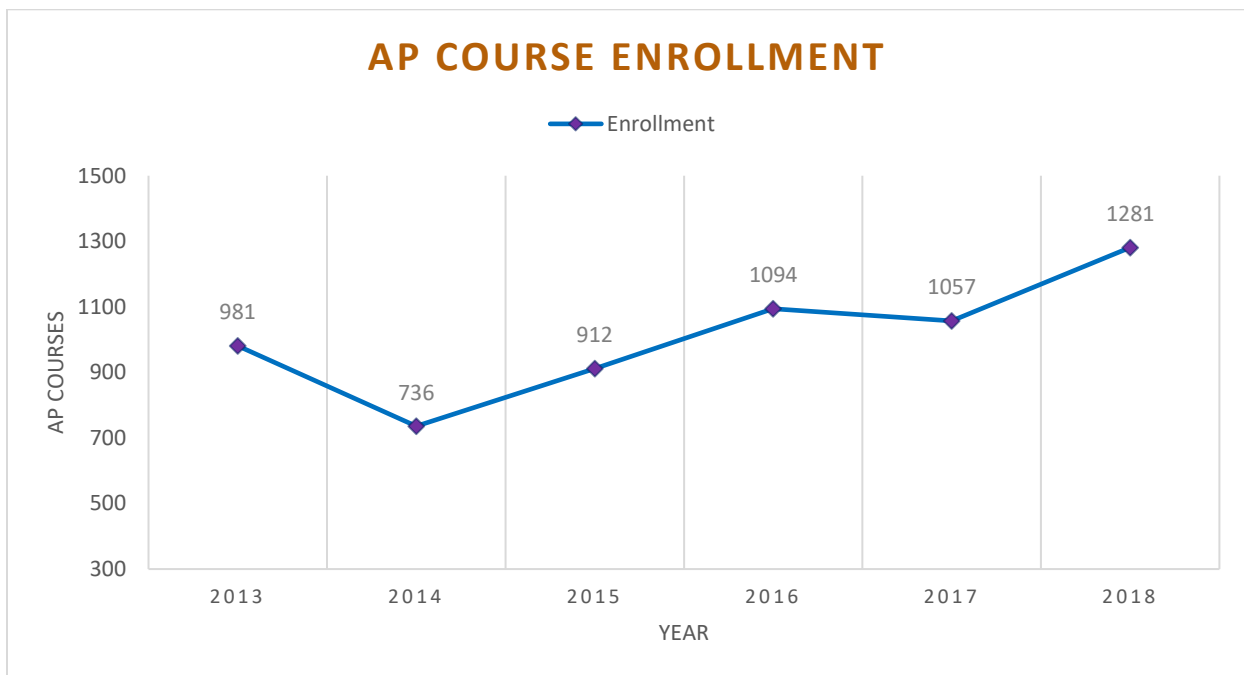
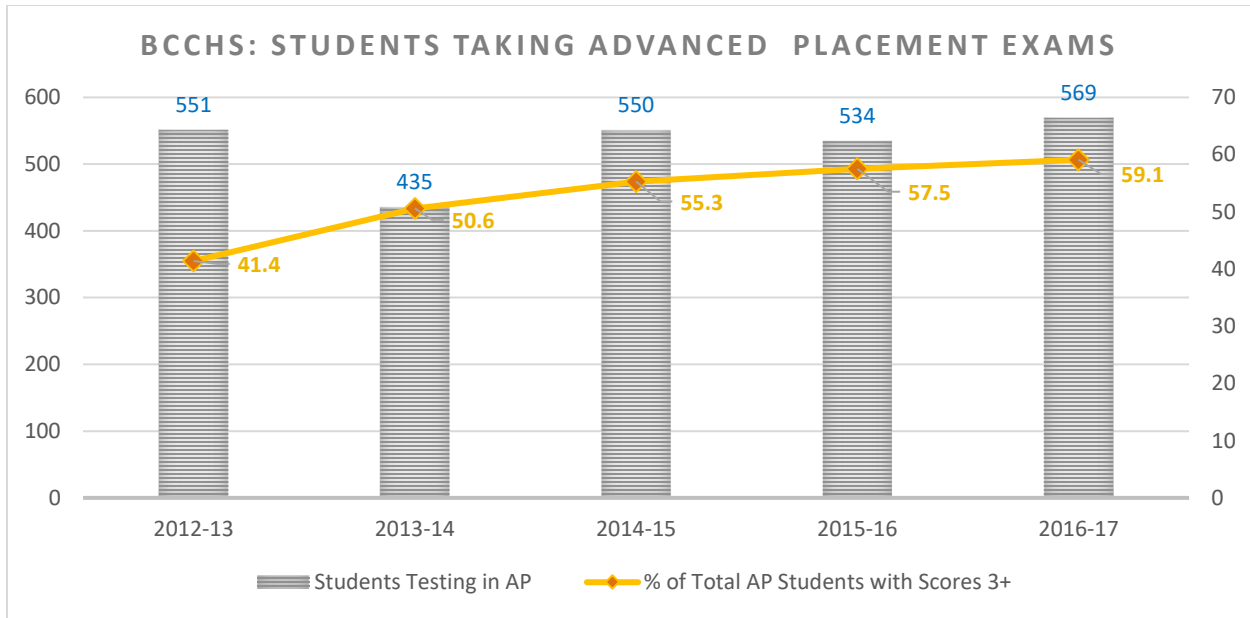
- Increasing the number of counselor conferences per student per year
- Increasing the number of graduation checks per student
- Increasing credit recovery opportunities
- Expanding availability of alternate programs for completion of graduation requirements

BCCHS continues to explore innovative approaches to support student academic and socio-emotional needs. This includes credit recovery options, individual coursework, independent study options, personalized learning settings, and flexible or modified scheduling for students who may require more intensive support to remain on track toward graduation.

## AP ENROLLMENT

BCCHS currently offers 19 different Advanced Placement courses in the areas of Art, English, Foreign Language, Mathematics, Science, and Social Science. Although BCCHS has maintained a student population at or around 3150 for the past 5 years without a large increase in student enrollment, the student AP course enrollment has increased each year. Furthermore, according to the CDE Dataquest and AP Central reports from the College Board, BCCHS experienced nearly a 20% increase in overall AP pass rate from 41% in 2012-13 to 59% in 2016-17. The graphs below indicate the growth of the BCCHS AP program.





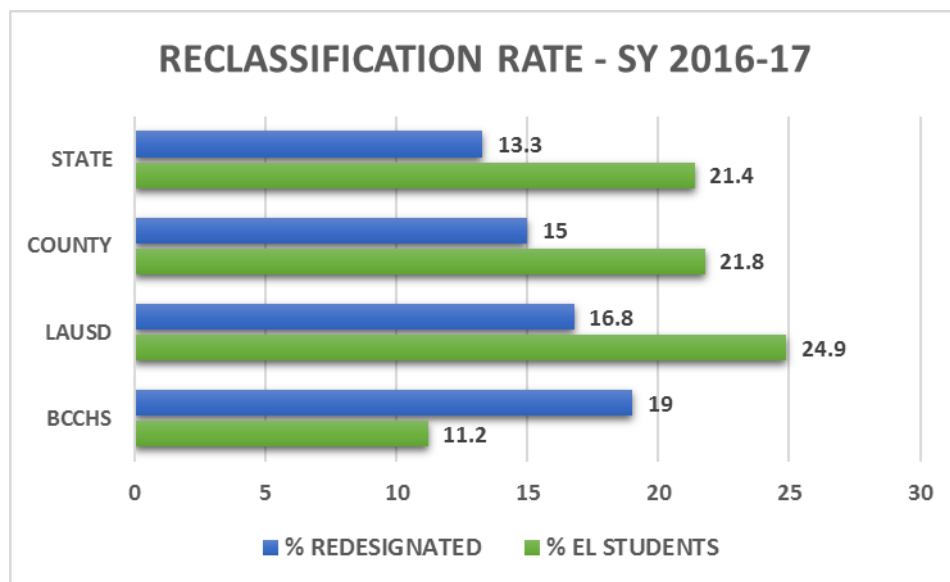
The table above shows the number of student seats in AP courses from the 2012-13 school year through the 2017-18 school year. There has been tremendous growth in students enrolling in AP courses with an increase of approximately 30% in the number of student seats in AP courses. Currently, almost 20% of the entire student population is enrolled in at least one AP course. Ten percent of students are taking 2 or more AP courses this year. We continue to develop strong college-preparatory and career readiness programming with robust AP course offerings.

The following subject areas demonstrated growth or maintained the same passage rates on AP tests: Studio Art Draw, English Language, English Literature, European History, Government &

Politics, Biology, Chemistry, Spanish Language and Spanish Literature. AP French Language and AP Biology became additional course offerings in the 2016-17 school year. This year we added AP Computer Science A.

## RECLASSIFICATION RATE

BCCHS has placed a strong emphasis on the reclassification process for English Learners over the past few years focusing particularly on reclassifying more long-term English Learners. As a result, the reclassification rate has steadily increased over the past three years. In the 2015-16 school year, BCCHS reclassified 18.4% of EL students. This number increased to 19.0% in the 2016-17 school year. BCCHS did experience a decline in reclassification rate in the 2017-18 school year to 12.7%. We attribute that decline to the nearly 50% increase of students who were new to the country during the reclassification period for that year. In many cases, the students had no formal schooling of any kind. We are confident that in the coming reclassification period we will see a significant rise in reclassification rate as a result of our concerted efforts to inform students and families of the benefits of reclassification and concentrated efforts to target instructional support in both integrated and designated ELD curriculum.



This increase in reclassification rates can be attributed to school-wide efforts to raise the awareness of the value of reclassification for students and to ensure all EL students are prepared for language assessments. Faculty and counselors have increased efforts to ensure Long-Term English Learner (LTEL) students fully understand the benefits of reclassification. This has resulted in more LTELs taking ownership of their learning resulting in better test performance and access to mainstream curriculum. Additional school-wide initiatives to raise the reclassification rate have included: the Summer Institute, ELPAC Boot Camp, increased rigor in initial instruction, additional support for EL students, and increased monitoring of EL student performance including: regular progress reports from EL teachers and referrals to academic supports and interventions when an EL student is not progressing or meeting academic benchmarks on progress reports, regular checks and oversight by the EL Coordinator and

academic counselors to ensure EL students are meeting benchmarks and making progress toward reclassification and graduation.

BCCHS will continue efforts of EL teachers, support staff, and administrators to implement new ELD curriculum (English 3D by Kate Kinsella for our Long Term English Learners), to provide extensive support to EL students both in and out of the classroom, and to deliver instruction designed to meet the language and overall academic needs of EL students in order to ensure strong reclassification rates in the future. In the classroom, teachers provide support to students via structured lessons that focus on English language development including: tapping prior knowledge, use of realia, modeling and demonstrating, use of flexible groupings, use of context clues, providing meaningful feedback and repetition among other strategies. The EL Coordinator along with counseling and administration staff provide support to teachers of English Learners through professional development and training in differentiated instructional strategies for EL students. They visit EL classrooms monthly to observe and support teachers in implementing language acquisition strategies and differentiated instructional strategies and supports for EL students. They also review progress report and end-of-semester student achievement data and grades to identify students needing additional supports, intervention and referrals for tutoring.

## **CAREER TECHNICAL EDUCATION**

BCCHS has expanded and strengthened its Career Technical Education (CTE) programs over the past year to include ten fully implemented CTE pathways across seven industry sectors. Each pathway includes two or three year course sequences. One hundred percent of CTE teachers are properly credentialed with a designated subjects credential. BCCHS has developed strong partnerships with five local community colleges (LA Pierce College, LA Valley College, LA Mission College, Glendale Community College and Santa Monica Community College) to provide college level courses to all BCCHS students and to establish ongoing professional relationships between BCCHS and community college faculty members. Currently, nine of our CTE course are articulated with college partners (Animation, Film, Digital Graphic Design, Drawing, Design, Engineering 1,2, and 3, and Computer Science) with more scheduled to articulate in the near future. BCCHS has won several large multi-year grants to establish robust funding for CTE and strong engagement from professional industry partners. Partnerships continue to develop across every industry sector with professionals who serve on advisory boards, who volunteer time and expertise as guest speakers, and who function as project mentors. These partnerships have resulted in many work-based learning opportunities for students including field trips to industry work places, internships, job-shadowing, scholarships, networking experiences and competitions. Currently BCCHS faculty are working to expand the training and certifications students can earn within their CTE courses (Adobe Photoshop, MS Office, AutoCAD, CA Food Handlers) as well as to certify all CTE courses as A-G approved.

## **EDUCATIONAL PROGRAM INNOVATIONS**

BCCHS continues to apply innovative and research based best practices to address student learning and socio-emotional needs to ensure progress toward graduation and success in post-

secondary college and career opportunities. The school infrastructure has been modified to include innovative approaches to learning to give students the greatest access possible for success; currently we operate on a 2x8 block schedule. This schedule has enabled us to provide double-block English and math courses to ensure strong academic foundations in core disciplines as well as afford students more time and opportunities to take additional courses, earn college credit and engage in multiple elective or athletic classes prior to graduation. BCCHS has established grade level academies for greater personalization for students and increased continuity between students and counselors. BCCHS has also worked to address students' socio-emotional needs by increasing support personnel and implementing school-wide initiatives (e.g. Positive Behavior Intervention and Supports) in order to address and deter at-risk behaviors among students.

BCCHS faculty continue to develop professionally and expand learning opportunities for students. Faculty are working to streamline curriculum and give students access to real-world learning experiences through CTE courses, college-level curriculum in AP programs, and articulated and dual enrollment courses. With a diverse student body having varied learning needs, BCCHS does an excellent job of providing relevant learning experiences and access to a wide variety of courses and educational prospects.

Via ongoing cycle of inquiry and program development processes in preparation for annual review and oversight of school programs, BCCHS faculty and leadership examine student achievement data, educational research and best practices to evaluate the effectiveness of the school's programs. Annually, administration and faculty look at whole student population and student subgroup data to modify programs and provide resources to best serve students. During the annual development of the LCAP, school leadership and faculty reflect on instructional practice, identify benchmarks, develop timelines to achieve them and identify successes and areas of growth. Parents and students are also invited into the process of school review and program improvement via the various board standing committees, English Learner Advisory Committee (ELAC), the BCCHS Governing Board parent representatives and student member, Parent Teacher Student Association (PTSA), Associated Student Body (ASB) as well as ongoing community stakeholder school climate surveys.

## **AREAS OF CHALLENGE**

BCCHS continues to address a need for increased growth in math and ELA proficiency rates school-wide and among numerically significant subgroups. While the most recent preliminary CASSPP data indicates a rise in proficiency school wide and among most subgroups for both ELA and math, BCCHS aims to continue increasing proficiency rates. Innovative efforts to increase student achievement include providing improved academic supports to faculty through regular and varied opportunities for professional development as well as increased support structures for the overall wellness of BCCHS students.

Professional Development efforts have included: new ELD curriculum, school wide professional development on differentiation, EL strategies, Universal Design for Learning (UDL), and regular data analysis of Interim Comprehensive Assessments (ICAs) in English and math at all grade levels. Teachers have partnered with instructional specialists from CSUN's Center for Teaching

and Learning to enhance instructional practice and provide additional instructional support to students in the classroom.

BCCHS continues to develop and implement best practices in education through the pursuit of additional resources. BCCHS recently won the Scale Up Multi-Tiered Systems of Support Statewide (SUMS) grant to enhance and streamline Multi-Tiered System of Supports for students. School leaders including teachers, counselors, and administrators will receive directed Technical Assistance from the Orange County Office of Education to support student services and training for faculty and staff to enhance a comprehensive MTSS at BCCHS.

A new challenge for BCCHS is the chronic absenteeism rate. According to the CDE Dataquest, for the 2016-17 school year, the chronic absenteeism rate was 14.9% which is greater than both LAUSD and the State. BCCHS is working aggressively to lower that figure in a number of ways via:

- Improved communication with parents via Aeries Parent Portal online Student Information System accessible to parents, increased parent-information nights, monthly communication and information sessions with PTSA and reminder phone calls home, ongoing and regular communication between classroom teachers and parents, twice annual back-to-school events including open house and parent conference night
- Increased support staff to include a Pupil Services and Attendance (PSA) counselor to directly address student attendance needs.
- Improved utility of clerks to intervene earlier and more consistently with students having a high number of absences.
- Implementation of a Tier 1 Positive Behavior Interventions and Support to strengthen socio-emotional supports for students in every classroom.
- Increased support staff to include two social workers and two instructional coaches who are working to target interventions towards students with learning gaps and at-risk social factors which contribute to absenteeism.
- Increased monitoring and monthly attendance and absenteeism data review by school data specialist, academic counselors and PSA counselor to identify students with attendance challenges and ensure parent contacts and home visits are made as needed.

BCCHS will continue to research other proven strategies and procedures to increase the attendance of all students and decrease the chronic absenteeism rate.

### **STUDENT POPULATION TO BE SERVED**

BCCHS serves students in grades 9-12. According to the CDE Dataquest and internal data from our student information system, AERIES, our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents students residing in over 95 zip codes. The demographics of our student population is as follows: 84.4% Latino, 6.2% White, 4.1% African American, 1.4% Asian, 2.2% Filipino, and 1.7% two or more races. 87.0% of BCCHS students are designated as Socioeconomically Disadvantaged, 10.3% are English Learners, 23% are designated as gifted, and 11.9% are designated as Students with Disabilities. 1.4% of our students comprise other populations including: homeless, foster and refugee status.

As a residential attendance school, the target student population for BCCHS includes those students in the former attendance area and residential boundary of Birmingham Senior High School, as well as all others who wish to attend the school, subject to capacity. In prior years, enrollment typically came from the traditional attendance area neighborhoods and feeder middle schools (Mulholland, Portola, Northridge, Fulton, Holmes, and Millikan), however, many students from outside our resident attendance area apply to attend BCCHS because of the strong, college-preparatory and comprehensive educational program. BCCHS provides a wide variety of academic course offerings to all students, including students achieving at a level significantly below their peers, mid-range students, gifted and talented students, students receiving special education or related services, English Learner students, and students who are members of ethnic groups under-represented in colleges and universities.

The demand for our educational program continues to rise with a growing waiting list. We continue to innovate in our instructional practices, attracting students and families from all over the San Fernando Valley and areas throughout Los Angeles. Students who apply to enroll in our school seek a rigorous academic program with strong college-preparatory course offerings as well as the broad elective, extracurricular and athletic opportunities Birmingham provides.

**ENROLLMENT**

The five-year enrollment roll out plan is as follows to maintain grade level enrollment of 800 in each grade for a total school enrollment of 3200.

<b>Enrollment Roll-Out Plan</b>					
<b>Grade</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>9</b>	800	800	800	800	800
<b>10</b>	800	800	800	800	800
<b>11</b>	800	800	800	800	800
<b>12</b>	800	800	800	800	800
<b>Total</b>	<b>3200</b>	<b>3200</b>	<b>3200</b>	<b>3200</b>	<b>3200</b>

**GOALS AND PHILOSOPHY**

**MISSION**

Birmingham Community Charter High School creates opportunities for all.

**VISION**

Birmingham Community Charter High School strives to provide an innovative and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards, meet all graduation requirements, be responsible members of their communities, and attain the skills needed to pursue their academic, career, and personal goals.

**AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

The purpose of education today is to prepare people to lead productive lives in an ever-changing and globally complex world. Graduates must have a solid foundation of learning that enables them to grasp complex concepts, to learn advanced skills, to utilize technology and to apply knowledge and skills to varied future contexts.

More and more, advances in Internet Technology and other means of rapid communication, as well as instant access to information (24 hours a day, 7 days a week), continue to change the way people communicate, learn, and work. Today, work involves a global perspective and requires instantaneous results, forming new types of communities, networks, and relationships. Therefore, an educated person in the 21st century must be prepared to adapt along with an ever-evolving economic landscape. An educated person in the 21<sup>st</sup> century knows how to continue learning and using skills in new and as yet, undefined, uncharted ways to address the complex challenges of tomorrow. Through all aspects of our educational program, we aim to provide students with abundant opportunities to engage with rigorous concepts and coursework that will prepare them for future careers and higher education. In many cases, students complete college-level coursework concurrently while studying at BCCHS. With access to hands-on projects, soft-skills in communication, problem-solving, adaptability, resourcefulness and industry-level skills and knowledge, we are preparing students for their futures in a global marketplace where technology rapidly advances.

A critical component of a 21<sup>st</sup> century education is access to relevant, and high quality career training and instruction in technical skills in a field or discipline of choice. Therefore, students require a wide variety of opportunities to develop the skills, knowledge, and traits that are in high demand in an expanding global economy. An educated person of the 21st Century, therefore, will:

- Use self-knowledge to identify learning goals and needs
- Be capable of collecting, analyzing, interpreting, disseminating, and evaluating information
- Have a strong and comprehensive understanding of evolving technologies
- Use inquiry and design-thinking to solve problems innovatively
- Have multi-faceted educational experiences, including exploring one's own creativity
- Think critically and creatively
- Have educational experiences that provide career technical training from introductory through advanced levels
- Communicate ideas and concepts effectively through varied modes for diverse audiences, purposes and contexts
- Work collaboratively with flexibility and resiliency

Upon graduation, our students will have:

- Gained knowledge in academic disciplines as defined by California Content Standards;
- Mastered the cognitive and learning skills that will enable them to use this knowledge in college and other post-secondary settings;

- Internalized values that will enable them to be productive and responsible citizens, personally invested in their roles as members of local and global communities;
- Developed talents and abilities through a variety of learning opportunities that prepare them to reach their educational, career, personal, and social goals.

## HOW LEARNING BEST OCCURS

Learning best occurs in an engaging, rigorous and supportive learning environment incorporating varying modes of delivery of instruction.

- Teachers are most effective through the delivery of well-planned lessons, applied classroom management techniques, and knowledge of content and standards when access to resources are available and their efforts are supported by peers, support personnel, and staff.
- A positive learning environment, positive teachers and authentic personal relationships among and between faculty and staff, students, and families are essential components to student success. Happy, well-cared-for children achieve more and reach higher goals.
- English Learner students can successfully acquire English skills and reach proficient levels of competence in all academic areas when they are supported by well-designed and well-implemented programs of instruction delivered by qualified personnel.
- On-going effective home/school communication is a key component to successful learning.
- Students acquire knowledge through hands-on involvement and should be able to demonstrate and share their acquired knowledge.
- The school environment should encourage a sense of personal responsibility that enables students to acquire greater knowledge and skills which is the foundation for self-esteem.

Edgar Dale's Cone of Learning<sup>1</sup> demonstrates how important it is for students to be actively engaged in learning; that is, students who say something to show their knowledge and skills (give a talk, participate in discussion) retain 70% of what they have learned while students who say and do an activity (perform a play, simulate a real experience, do the real thing itself) to show their learning retain 90% of that information. Therefore, BCCHS provides an individualized, standards-based education for all students that stresses student engagement and ownership of learning. We strive to involve students in the activity of learning in every discipline so that they retain their knowledge and are able to apply that knowledge to new situations outside of the classroom.

At BCCHS, the classroom is a rich, evolving environment, and we consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. We know that students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas of growth. We are actively developing programs through our CTE Pathways that provide students with opportunities for real-world learning experiences.

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<sup>1</sup> Dale, Edgar. *Audiovisual Methods in Teaching*. Toledo: International Thomson Publishing, 1969.



Relevance is vital for student engagement and application, as is providing a context-driven curriculum with ample opportunities for project-based learning. Context-driven, cross-curricular, integrated lessons and activities allow students to recall and utilize what they know already and apply that prior knowledge to new experiences. Thus, they are able to build a complete understanding of more complex and integrated concepts reflective of the world in which we live, with confidence, greater engagement, greater risk and personal investment. Rather than segmented and compartmentalized learning, students engage in cross-curricular pathways within CTE integrated projects and within grade-level academies connecting educational experiences across disciplines. Students have opportunities to engage in real-world learning contexts that will evolve seamlessly into a learning pathway in higher education and/or career training. As students mature and matriculate from one level to the next, they each work toward the goal of being an independent, life-long learner.

BCCHS's educational program develops ability in reasoning and is calibrated to grade level. This allows time in meaningful learning activities which students can apply to myriad learning and performance contexts; it develops reading and writing for content area literacy; and it integrates technology so that students are prepared to compete in a technologically advancing society. With our current bell schedule, students have opportunities for extended and project-based learning through block scheduling and the 8 period schedule exposes students to abundant course options including: AP courses and SAS college courses, CTE Pathways, fine art and technical art electives, and athletic teams. Teachers have extended time to provide access to curriculum via various learning modalities and enrich curriculum through interdisciplinary and collaborative projects. The block schedule also minimizes interruptions to instructional time with fewer passing periods and courses to manage each day.

BCCHS embraces innovative teaching methodologies, proven best practices, ongoing professional development, reflection and discussion of student achievement data and corresponding adjustments to teaching practice, and flexibility and transparency in an educational organization. This approach ensures student growth and high levels of academic achievement. In addition to our belief that all students can learn and perform at high levels, we also embrace student learners of all ability levels and types. We provide opportunities for students of all ability levels to demonstrate growth and mastery of a variety of skills to prepare them for success in post-secondary life.

BCCHS will ensure:

- Each student is held to high standards and has access to rigorous curricula and quality instruction that is intellectually challenging.
- All students have access to the core curriculum.
- All students have access to highly qualified certificated personnel.
- Instructional resources support California Content Standards and are culturally, linguistically and developmentally appropriate for every student.

- Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide multiple opportunities for students to learn and demonstrate their skills and knowledge.
- Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.
- Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.
- Educators understand and apply strategies for closing the achievement gap.
- All students have access to learning paths that support college and career goals.
- Students have access to targeted intervention programs that are standards-aligned. Student placement in such programs is based on specific, recent data about student progress. Student progress is assessed and reviewed frequently, and clear exit criteria are set.

## ANNUAL GOALS

LCFF STATE PRIORITIES										
GOAL #1										
To ensure all students demonstrate proficiency in all content areas	<p>Related State Priorities:</p> <table style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input checked="" type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>: Increase proficiency in ELA/ Math</p> <p><input type="checkbox"/>:</p>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7								
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ol style="list-style-type: none"> <li>1. Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned</li> <li>2. Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad course of study.</li> <li>3. Provide targeted support to all teachers with three years or less experience to include intensive mentoring and professional development to: <ul style="list-style-type: none"> <li>Deepen instructional skills</li> <li>Develop effective classroom management systems</li> <li>Plan effective lessons</li> <li>Problem solve classroom issues</li> </ul> </li> </ol>										

Meet all compliance requirements

4. Provide collaboration time during non-work days to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students.
5. Continue expand tutoring programs for all students including targeted student populations.
6. Provide supplemental instructional materials and supplies for targeted subgroups to increase student achievement of those students.
7. Provide supplemental instructional materials and supplies for targeted subgroups to increase student achievement of those students
8. Continue Freshman and Sophomore Orientation programs to ensure all incoming 9th and 10th grade students, respectively, receive an introduction to skills needed for high school success and to support all students success in a college-going culture.
9. Expand summer orientation programs to include 11th grade to support all student success in a college going culture.
10. Provide additional personnel to implement instructional supports for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades.
11. Provide and train additional personnel to broaden use of progress monitoring assessment systems to determine and monitor student progress in ELA and Math.
12. Expand use of progress monitoring assessment systems to identify areas of student need and ensure instruction is aligned with CA ELA and Math Standards.
13. Continue school wide intervention programs during the regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Programs include: Achieve3000, Acellus, Math XL, eMath
14. Provide professional development to Math teachers to:
  - Deepen knowledge and application of CA Math Practice Standards
  - Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach
  - Administer pre- and post- assessments to identify learning needs in Math.
  - Support implementation of new Algebra 2 curriculum.
15. Implement assessment programs for targeted populations
16. Maintain co-teaching program in ELA and Math classes to ensure all Students with Disabilities (SWD) have the support needed to meet or exceed the CA ELA and Math Standards.
17. Provide an EL Summer Institute for EL teachers to ensure instruction for EL students promotes increased student achievement through:
  - Curriculum planning
  - Instructional strategy development
  - Data analysis
  - ELPAC Boot Camp preparation
18. Implement campus-based options more appropriate for a single site to provide social, emotional and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.
19. Continue professional development to all counselors to ensure SWD and EL students have equitable access to electives, advanced courses and afterschool academic programs
20. Provide personnel and instructional materials to continue Extended School Year (ESY) program to increase student achievement among SWD.
21. Continue training to selected personnel to monitor EL identification, program placement, reclassification, program quality, compliance and update EL test data in the SIS.
22. Continue Birmingham Summer School to provide credit recovery and enrichment opportunities.
23. Expand and/or maintain college classes to provide college and career readiness opportunities
24. Increase the rigor of honors level courses to prepare students for the rigor and expected outcomes of AP courses to increase the number of students who have access to advanced courses.
25. Provide personnel to support develop and monitoring of all instructional support and compliance programs for SWD.
26. Create accelerated course pathways in the master schedule to increase the number of students who have access to advanced courses.
27. Implement targeted academic support to African American students to close the achievement gap.
28. Provide professional development and consultation services to general education teachers, special education teachers and administrators to support co-teaching, differentiated instruction and Universal Design for Learning (UDL).
29. Maintain appropriate support staff to implement all aspects of the IEP to provide curricular access and increased student achievement for SWD.
30. Provide training to staff members to monitor compliance reports and ensure IEP services are implemented and documented accurately.

31. Provide professional development for all science teachers for Next Generation Science Standards (NGSS) and the new CA Science Framework and for all social studies teachers for the new CA Social Studies Framework to increase content knowledge and instructional expertise to effectively shift classroom deliver to align with an inquiry-based, student-centered approach.
32. Implement progress monitoring tool to measure student progress toward end of course proficiency in:
  - i) New Generation Science Standards (NGSS)
  - ii) new Social Studies standards
33. Increase student access to instructional technology tools to ensure all students have access to multiple methods to learn and demonstrate proficiency in all content areas.
34. Provide professional development to all teachers regarding the effective use of technology to ensure all students have access to all curricula and increase student achievement
35. Provide technology hardware and supplemental digital materials to teachers of ELs, SWD and African American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase student achievement of targeted subgroups.
36. Continue to provide Math, ELA and science intervention programs both inside and outside of the school day
37. Continue to provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan:
 

English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring. Change classified of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after Reclassification Continue to provide training for counselors and administrators regarding equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics.
38. Plan, develop, and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.
39. Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.
40. Continue to provide Universal Design for Learning (UDL) training for teachers and administrators.

### Expected Annual Measurable Outcomes

\* = Student subgroup not numerically significant at this time.

\*\*=Baseline data refers to most recent actual data helpful

**Outcome #1:** increase % students school wide meeting or exceeding the SBAC

ELA standard to 70%

**Metric/Method for Measuring:** SBAC ELA

APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	71%	72%	74%	76%	78%	80%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A

White Students	N/A	N/A	N/A	N/A	N/A	N/A
<b>Outcome #2:</b> increase % students school wide meeting or exceeding the SBAC Math standard to 31%						
<b>Metric/Method for Measuring:</b> SBAC math						
APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	31%	32%	34%	36%	38%	40%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
<b>Outcome #3:</b> increase % students in subgroups meeting or exceeding the SBAC ELA standard by 2 percentage points over 2017-18						
<b>Metric/Method for Measuring:</b>						
APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	4.7%	7%	9%	11%	13%	15%
Socioecon. Disadv./Low Income Students	71%	73%	75%	77%	79%	81%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	20.8%	23%	25%	27%	29%	31%
African American Students	67.7%	70%	72%	74%	76%	78%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	69.6%	72%	74%	76%	78%	80%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	82.4%	84%	86%	88%	90%	92%
White Students	76.9%	79%	81%	83%	85%	87%

**Outcome #4:** increase % students in numerically significant subgroups meeting or exceeding the SBAC Math standards by 2 percentage points over 2017-18

**Metric/Method for Measuring:** Subgroup data for SBAC math

APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	2.3%	6%	8%	10%	12%	14%
Socioecon. Disadv./Low Income Students	28.8%	31%	33%	35%	37%	39%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2.6%	5%	7%	9%	11%	13%
African American Students	28.1%	30%	32%	34%	36%	38%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	27.4%	29%	31%	33%	35%	37%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	35.3%	37%	39%	41%	43%	45%
White Students	41%	43%	45%	47%	49%	51%
	2.3%	6%	8%	10%	12%	14%

**Outcome #5:** increase % EL students advancing one proficiency level on ELPAC by 2 percentage points

**Metric/Method for Measuring:** ELPAC data

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	2.7%	5%	7%%	9%	11%	13%
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

N/A

N/A

N/A

N/A

N/A

N/A

## LCFF STATE PRIORITIES

### GOAL #2

*To increase student college and career readiness*

Related State Priorities:

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2            | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input type="checkbox"/> 6            |                                       |

Local Priorities:

- All Students are at least CSU eligible and participate in a CTE exploration pathway.
- :

### Specific Annual Actions to Achieve Goal

1. Monitor alignment of curriculum and instruction with CA standards and A-G graduation requirements.
2. Continue Birmingham Summer School to provide credit recovery and enrichment.
3. Continue annual PSAT test administration for all students in grades 9-11 and administer SAT to grade 12 to monitor college readiness and student achievement in ELA and Math.
4. Continue on-site SAT preparation opportunities for all students and expand activities to increase number of participating students in targeted subgroups to increase college and career readiness.
5. Provide online classes to address credit deficiencies of all students.
6. Ensure that all English Learners are provided the support and information needed to apply to pursue post-secondary options including financial aid.
7. Provide targeted support in college and career readiness to Latino subgroup.
8. Provide targeted support in college and career readiness to African-American subgroup.
9. Provide Homeless and Foster Youth Liaison to meet the needs of Foster Youth subgroup.
10. Provide Homeless and Foster Youth Liaison to meet the needs of homeless student subgroup.
11. Select school staff will continue to monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP and elective courses to ensure college and career readiness for RFEPS.
12. Provide appropriate support for students to meet the criteria to receive the State Seal of Biliteracy emblem upon graduation.
13. Develop a master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science and elective courses.
14. Provide dual enrollment/college credit courses.
15. Monitor academic progress and progress toward A-G completion to ensure all students meet graduation requirements.

### Expected Annual Measurable Outcomes

\* = Student subgroup not numerically significant at this time.

**Outcome #1:** Increase % students enrolled in and completing A-G requirements with C or better 2 percentage points

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	50.2%	52%	54%	56%	58%	60%
English Learners	15%	17%	19%	21%	23%	25%
Socioecon. Disadv./Low Income Students	51.5%	54%	56%	58%	60%	62%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	20%	22%	24%	26%	28%	30%
African American Students	28.6%	31%	33%	35%	37%	39%
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	51%	53%	55%	57%	59%	61%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	52.5%	55%	57%	59%	61%	63%

**Outcome #2:** Increase % students completing a CTE course sequence by 3 percentage points

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	15%	18%	21%	24%	27%	30%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:** Increase number of students school-wide who are enrolled in AP courses by 3%

**Metric/Method for Measuring:** AP Enrollment numbers

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	17.4%	20%	23%	26%	29%	32%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A



Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## LCFF STATE PRIORITIES

### GOAL #3

*To provide a positive school climate community.*

Related State Priorities:

- |                            |                                       |                                       |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7            |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                                       |

Local Priorities:

- : All students are responsible citizens
- :

### Specific Annual Actions to Achieve Goal

1. Continue to utilize PSW to address social emotional student experiences.
2. Maintain safe, clean, secure facilities to sustain an environment conducive to learning and increased student achievement.
3. Provide active and effective supervision of all students throughout the school day.
4. Continue to provide 24-hour security to ensure safe, graffiti free environment.
5. Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.
6. Expand drug and alcohol awareness program school-wide and provide support program to affected students.
7. Continue professional development and training of various staff groups to ensure safe and secure school facility.
8. Continue professional development and training for all staff regarding best practices to ensure safe schools, including child abuse reporting, blood borne pathogens, sexual harassment, etc.
9. Provide ongoing professional development and training of teachers and counselors in socio-emotional welfare of students including identifying suicidal ideation, bullying, cyberbullying and student discipline.
10. Continue development and implementation of Positive Behavior Intervention & Support (PBIS) program for implementation in 2018-2019.
11. Continue programs to address student discipline needs.
12. Continue programs to provide socio-emotional behavioral support for all students including targeted subgroups.
13. Provide professional development and training, differentiated to reflect needs of various subgroups, to teachers and support staff to improve student engagement.
14. Continue to supplement differentiated cost for reduced price breakfast and lunch participants.
15. Continue campaigns and promotions to increase school breakfast and lunch participation.
16. Continue to provide attendance and socio-emotional support to identified subgroups.
17. Explore and implement campus-based options more appropriate for a single site to provide socio-emotional and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.
18. Continue use of stakeholder surveys including *California Healthy Kids Survey (CHKS)* annually to identify needs.
19. Provide guidance and counseling services to support increased attendance rates:  
 Student support staff will identify chronic absentees and provide tiered intervention to address such  
 Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism  
 PSA Counselor (1 FTE) will be employed to address attendance issues.
20. Provide professional development for all staff regarding social-emotional learning and curriculum to support interventions designed to increase academic success of all students.
21. Provide services to Foster Youth:  
 Counselors will collaborate with student support services personnel to ensure appropriate services for Foster Youth.  
 Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth.

22. Explore campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.

**Expected Annual Measurable Outcomes**

\* = Student subgroup not numerically significant at this time.

**Outcome #1:** Decrease chronic absenteeism rate by 5 percentage point

**Metric/Method for Measuring:** Chronic absenteeism data

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	15%	10%	<5%	<5%	<5%	<5%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Maintain suspension rate at less than 1%

**Metric/Method for Measuring:** Suspension rate data

APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	.015%	<1%	<1%	<1%	<1%	<1%
English Learners		<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students		<1%	<1%	<1%	<1%	<1%
Foster Youth		<1%	<1%	<1%	<1%	<1%
Students with Disabilities		<1%	<1%	<1%	<1%	<1%
African American Students		<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students		<1%	<1%	<1%	<1%	<1%
Asian Students		<1%	<1%	<1%	<1%	<1%
Filipino Students		<1%	<1%	<1%	<1%	<1%
Latino Students		<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students		<1%	<1%	<1%	<1%	<1%

Students of Two or More Races		<1%	<1%	<1%	<1%	<1%
White Students		<1%	<1%	<1%	<1%	<1%

<b>Outcome #3:</b> Increase school wide attendance rate to 95%						
<b>Metric/Method for Measuring:</b> School-wide attendance rate						
APPLICABLE STUDENT GROUPS	Baseline 2017-18	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	94.6%	>95%	>95%	>95%	>95%	>95%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**LCFF STATE PRIORITIES**

**GOAL #4**

<i>To increase parent involvement for student academic success</i>	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : All parents are actively engaged <input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

- Continue to provide support for meaningful engagement of parents in decision making and advisory groups: Continue implementation of California Department of Education's (CDE) Parent Engagement Framework as foundational to the parent engagement system, per the LEA Plan. Ensure parent engagement in School Site Council and English Learner Advisory Committee (ELAC) for input into LCAP, LEA Plan, and SPSA. Increase number of parents participating in school governance and in decision-making regarding school initiatives attendance at Board meetings, participation in Board sub-committees, site councils, parent groups.
- Sustain meaningful parent engagement to support all students as follows:
  - Provide opportunities and options for parent engagement and participation, such as PTSA, Boosters, parent nights, open house, special events, parent conferences, parent newsletters, updated school web page.
  - Provide translation stipend to assist in providing information to parent/guardians in their primary language.
  - Continue to expand parent outreach plans to address needs of all parents.

- Continue to improve outreach to parents through programs such as PIQUE, ESL classes.  
Continue Parent Center Liaison position.
3. Provide additional opportunities for meaningful parent engagement and participation as follows:  
Provide budget for fingerprinting of volunteers to encourage parent involvement .  
Offer opportunities for parents/guardians at school site to learn about various topics based on need/interest.  
Offer additional means for parents to engage in the educational process and provide feedback on schools programs.  
Provide budget for childcare and translation services as needed.  
Provide materials and supplies for parent meetings/education opportunities.  
Provide parent recognition activities to validate and sustain active participation.  
Expand use of parent surveys to improve parent involvement.
  4. Continue Parent University and/or Parent University Symposium to address topics such as CCSS, STEM/STEAM, VAPA, technology, financial literacy, RTI/social-emotional supports, and planning for college and career.  
Provide budget for additional hours for presenters.  
Provide materials and supplies.  
Continue specialized parent training to increase parent awareness of school initiatives and post-secondary options.  
Plan and implement weekend visits to local colleges for parents and students to increase awareness of post-secondary options  
Plan and implement community information fairs to increase parent awareness of career options.
  5. Provide training opportunities for parents of targeted student subgroups, including SSC and ELAC parents, to support and increase leadership capacity.
  6. Provide additional hours for teachers/staff to facilitate additional parent engagement activities, per Parent Engagement Plan and/or SPSA.
  7. Provide materials and supplies for parent engagement including:  
Student/Parent Handbook.  
Parent Newsletters.  
Pamphlets on high-interest topics such as college planning.  
Additional information packets .
  8. Provide website and web-based parent portals to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement, per SPSA.  
BCCHS website - Parent and Community sections  
AERIES web-based attendance and grading system

**Expected Annual Measurable Outcomes**  
\* = Student subgroup not numerically significant at this time.

**Outcome #1:** Establish baseline % parents utilizing school information system according to AERIES Parent Portal Data usage reports  
**Metric/Method for Measuring:** AERIES Student information system data points

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Parents (Schoolwide)	22.63%	25%	27%	29%	31%	33%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Establish baseline % parent instances of attending school sponsored activities  
**Metric/Method for Measuring:** Sign in and attendance records for school-sponsored activities

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Parents (School-wide)	42.6%	45%	47%	49%	51%	53%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:** Establish baseline % parents attending informational workshops  
**Metric/Method for Measuring:** sign in and attendance records for workshops

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	28%	30%	32%	34%	37%	39%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS**

Providing a standards-based, content-rich, comprehensive educational program allows students to avail themselves of myriad learning experiences and opportunities. The breadth of our program provides students with opportunities to explore knowledge and skills that apply broadly to higher education and future careers in technologically advancing fields. Students acquire relevant knowledge and skills through hands-on learning and interdisciplinary projects where they connect concepts and core curriculum to varied contexts. With our student-centered programs, BCCHS provides tailored instructional experiences and responds to students’ needs immediately, effectively and with relevant, engaging curriculum and learning experiences. Students are therefore prepared to become self-motivated, competent, lifelong learners.

**INSTRUCTIONAL DESIGN**

**STANDARDS-BASED CURRICULUM AND INSTRUCTION**

BCCHS’s curriculum focus is aligned with the California Content Standards for ELA and math and literacy in social science and science. Instructors in other disciplines such as Foreign Language, Performing and Visual Arts, Technical Arts, and Physical Education utilize innovative instructional methods aligned to State content and CTE standards. Teacher-created Common Formative Assessments in each department are aligned to these standards in order to assess student mastery of benchmark concepts and skills. All instructors are credentialed and highly qualified to teach in their respective disciplines.

We maintain and update curriculum annually in departments and with oversight by the Curriculum and Instruction Committee in order to meet diverse student needs and to expose students to concepts, events and themes from multiple perspectives.

**CURRICULUM AND INSTRUCTION**

BCCHS offers a rigorous, college-preparatory education that fosters student mastery of California Content Standards in English and mathematics and literacy for social science and science. We continue to utilize the California State Content Standards in foreign language, fine and technical arts, and physical education. Though most students will follow the scope and sequence of courses listed below, some students will enter BCCHS ill-prepared to succeed in these courses as indicated on incoming student data from prior schools which shows low scores on SBAC ELA and math assessments, low grades in middle school, as well as reading and math placement exams BCCHS administers to incoming students . Therefore, as a key component of establishing an educational program that both prepares students well for post-secondary goals and addresses their unique needs, placement of enrolled students in courses will occur after students take diagnostic placement exams in both reading comprehension and mathematics prior to enrolling in BCCHS.

**Conceptual and Thematic Focus by Subject Area and Grade Level (some variation based on placement – ex: Math levels vary in each grade)**

<b>Grades</b>				
	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>Subjects</b>				

<p><b>English Language Arts</b></p> <p><i>*Core</i></p>	<p>California Content Standards - ELA</p> <ul style="list-style-type: none"> <li>• Reading fluency and comprehension</li> <li>• Literary Responses and Analysis</li> <li>• Writing Strategies</li> <li>• Writing Applications</li> <li>• Written and Oral Language Conventions</li> <li>• Listening and Speaking Strategies and Applications</li> </ul>		<p>California Content Standards - ELA</p> <ul style="list-style-type: none"> <li>• Reading word analysis and fluency – focus on etymology, root words and analogies</li> <li>• Reading comprehension – informational texts</li> <li>• In depth analysis of literary texts- especially American literature</li> <li>• Expository Reading and Writing Curriculum – focus on persuasion and rhetorical approach to reading and writing a variety of texts; examining political assumptions and cultural contexts of literature</li> <li>• Development of critical research techniques</li> <li>• Listening and speaking for persuasive purpose; media analysis; logical fallacies</li> </ul>	
<p><b>English Language Development/ ESL</b></p> <p><i>*Core for EL Students</i></p>	<p>California Content Standards - ELD</p> <ul style="list-style-type: none"> <li>• Use language in meaningful ways to gain and exchange information and ideas</li> <li>• Apply knowledge of language to academic tasks</li> <li>• Recognize and apply understanding of complexity of language in reading, writing, speaking and listening tasks</li> <li>• Evaluate how well writers and speakers use language to support ideas and arguments</li> </ul>		<p>California Content Standards - ELD</p> <ul style="list-style-type: none"> <li>• Read, analyze, interpret, and create a variety of literary and informational text types.</li> <li>• Engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks.</li> <li>• Express information and ideas in formal oral academic presentations.</li> <li>• Justify arguments with meaningful written language and support.</li> <li>• Evaluate others’ written arguments.</li> <li>• Adapt and adjust language according to the task</li> </ul>	
<p><b>Mathematics</b></p> <p><i>*Core</i></p>	<p><b>Algebra 1</b> CA CS – Algebra 1</p> <ul style="list-style-type: none"> <li>• Use properties of rational and irrational numbers</li> <li>• Reason quantitatively and</li> </ul>	<p><b>Geometry</b> CA CS- Geometry</p> <ul style="list-style-type: none"> <li>• Congruence</li> <li>• Theorems and proofs</li> <li>• Similarity, right triangles and trigonometry</li> </ul>	<p><b>Algebra 2</b> CA CS – Algebra 2</p> <ul style="list-style-type: none"> <li>• Operations with complex numbers</li> <li>• Equivalent forms of expressions</li> </ul>	<p><b>Advanced Math/ Calculus</b> CA CS - Adv. Math</p> <ul style="list-style-type: none"> <li>• Limit of values of functions</li> <li>• Prove and use theorems evaluating the limits of sums,</li> </ul>

	<p>use units to solve problems.</p> <ul style="list-style-type: none"> <li>Structures in equations</li> <li>Operations with polynomials</li> <li>Create and solve equations</li> <li>Building and understanding functions</li> </ul>	<ul style="list-style-type: none"> <li>Circles – arc length and area of sectors of circles</li> <li>Expressing geometric properties with equations</li> <li>Geometric measurement and dimension</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Operations with polynomials</li> <li>Zero and factors</li> <li>Solving equations and inequalities</li> <li>Graphing equations and inequalities</li> <li>Building and interpreting functions</li> <li>Linear, quadratic and exponential models</li> </ul>	<p>products, quotients, and composition of functions</p> <ul style="list-style-type: none"> <li>Derivative of a function at a point and the notion of differentiability</li> <li>derivatives of parametrically defined functions</li> <li>Derivatives of higher order</li> <li>Definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work</li> </ul>
<p><b>History/ Social Science</b></p> <p><i>*Core</i></p> <p><b>CA Content Standards for Social Science</b></p>	<ul style="list-style-type: none"> <li>Evaluate consequence of past events</li> <li>Analyze change and its complicated nature</li> <li>Use maps and documents to analyze patterns of human movement and migration</li> <li>Distinguish valid and fallacious arguments in historical interpretation</li> <li>Identify bias and prejudice in historical contexts</li> <li>Evaluate major debates in</li> </ul>	<ul style="list-style-type: none"> <li>Apply ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</li> <li>Glorious Revolution of England, the American Revolution, and the French Revolution</li> <li>Industrial Revolution</li> <li>New Imperialism</li> <li>WWI</li> <li>WWII</li> <li>Post-WWII Era</li> </ul>	<ul style="list-style-type: none"> <li>Founding of the US and Declaration of Independence</li> <li>Industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe</li> <li>Role of religion in foundation of US and religious liberty</li> <li>US as a world power in 20<sup>th</sup> century</li> <li>Major political, social, economic, technological,</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy</li> <li>Scope and limits of citizens' rights</li> <li>Values and principles of civil society</li> <li>Judicial, executive and legislative</li> </ul>



	<p>historical issues and interpretations</p> <ul style="list-style-type: none"> <li>Recognize complexity of historical contexts, motives, events and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Nation-building and modern global economies</li> </ul>	<p>and cultural developments of the 1920s</p> <ul style="list-style-type: none"> <li>Great Depression</li> <li>New Deal</li> <li>US role in WWII</li> <li>US Foreign policy post WWII</li> <li>Federal civil and voting rights</li> </ul>	<p>branches of government</p> <ul style="list-style-type: none"> <li>Constitution and US Supreme Court rulings</li> <li>Various levels of government – local, State, national</li> <li>Economics – terms and concepts</li> <li>Elements of America’s market economy</li> <li>Labor market</li> <li>Impact of government on economy</li> <li>International trade</li> </ul>
<p><b>Science</b></p> <p><i>*Core</i></p> <p><b>NGSS</b></p>	<p><b>Biology</b></p> <p>NGSS – Life Science Standards  NGSS – Earth and Space Sciences</p> <ul style="list-style-type: none"> <li>Structure and Functions</li> <li>Organisms and Ecosystems</li> <li>Interdependent relationships in ecosystems</li> <li>Inheritance and variation traits</li> <li>Natural Selection and Evolution</li> <li>Earth’s Systems</li> <li>Weather and Climate</li> <li>NGSS aligned unit tests</li> <li>Formative Assessments</li> </ul>	<p><b>Chemistry</b></p> <p>NGSS – Physical Science Standards</p> <ul style="list-style-type: none"> <li>Structure and Properties of matter</li> <li>Chemical Reactions</li> <li>Formative assessments</li> <li>NGSS-aligned unit tests</li> </ul>	<p><b>Physics</b></p> <p>NGSS – Physical Science Standards  NGSS – Engineering/Technology Standards</p> <ul style="list-style-type: none"> <li>Forces and Interactions</li> <li>Energy</li> <li>Waves and Electromagnetic Radiation</li> <li>Formative assessments</li> <li>NGSS-aligned unit tests <ul style="list-style-type: none"> <li>11th grade CAST test</li> </ul> </li> </ul>	<p><b>AP Science</b></p> <p>NGSS and AP Curriculum – College Board Approved Syllabi</p> <ul style="list-style-type: none"> <li>AP Biology</li> <li>AP Chemistry</li> <li>AP Physics</li> <li>AP Environmental Science</li> </ul>
	<p><b>Performing and Visual Arts</b></p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Processing, Analyzing, and</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Processing, Analyzing, and</li> </ul>	<p><b>Theater/Film</b></p> <ul style="list-style-type: none"> <li>Processing, Analyzing, and</li> </ul>

<p><i>*Non-Core</i></p> <p><b>CA Content Standards for PVA</b></p>	<p>Responding to Sensory Information Through the Language and Skills Unique to Dance</p> <ul style="list-style-type: none"> <li>• Creating, performing, and participating in dance</li> <li>• Historical contributions and cultural dimensions of dance</li> <li>• Responding to, analyzing and making judgments about dance</li> <li>• Making connections between dance and other art forms</li> </ul>	<p>Responding to Sensory Information Through the Language and Skills Unique to Music</p> <ul style="list-style-type: none"> <li>• Creating, performing, and participating in music</li> <li>• Historical contributions and cultural dimensions of music</li> <li>• Responding to, analyzing and making judgments about music</li> <li>• Making connections between music and other art forms</li> </ul>	<p>Responding to Sensory Information Through the Language and Skills Unique to Theater/Film</p> <ul style="list-style-type: none"> <li>• Creating, performing, and participating in theater</li> <li>• Historical contributions and cultural dimensions of theater</li> <li>• Responding to, analyzing and making judgments about theater</li> <li>• Making connections between theater and other art forms and media such as film and animation</li> </ul>	<p>and Responding to Sensory Information Through the Language and Skills Unique to Visual Art</p> <ul style="list-style-type: none"> <li>• Creating, performing, and participating in visual art</li> <li>• Historical contributions and cultural dimensions of visual art</li> <li>• Responding to, analyzing and making judgments about visual art</li> <li>• Making connections between visual art and other art forms and subjects</li> </ul>
<p><b>World Language</b></p> <p><i>*Core</i></p> <p><b>CA Content Standards for World Language</b></p>	<p>Spanish/ French</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Thematic concepts relative to culture and communication</li> <li>• Emphasis on improving reading, writing, listening and speaking with mastery</li> </ul>	<p>Spanish/ French</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Thematic concepts relative to culture and communication</li> <li>• Emphasis on improving reading, writing, listening and speaking with mastery</li> </ul>	<p>Spanish/French</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Thematic concepts relative to culture and communication</li> </ul> <p>Emphasis on improving reading, writing, listening and speaking with mastery</p>	<p>Spanish/French</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Thematic concepts relative to culture and communication</li> </ul> <p>Emphasis on improving reading, writing, listening and speaking with mastery</p>
<p><b>Health and Physical</b></p>	<p>California Content Standards for Physical Education</p>	<p>California Content Standards for Physical Education</p>	<p>California Content Standards for Physical Education</p>	<p>California Content Standards for Physical</p>

<b>Education</b> <i>*Non-Core</i>	<ul style="list-style-type: none"> <li>• Competency in motor skills, movement and strategies</li> <li>• Appropriate level of health</li> <li>• Fitness concepts</li> <li>• Psychological and sociological concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Competency in motor skills, movement and strategies</li> <li>• Appropriate level of health</li> <li>• Fitness concepts</li> <li>• Psychological and sociological concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Competency in motor skills, movement and strategies</li> <li>• Appropriate level of health</li> <li>• Fitness concepts</li> <li>• Psychological and sociological concepts</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>• Competency in motor skills, movement and strategies</li> <li>• Appropriate level of health</li> <li>• Fitness concepts</li> <li>• Psychological and sociological concepts</li> </ul>
	<b>Pre-CTE Coursework</b>	<b>Introductory CTE Course</b>	<b>Concentrator CTE Course</b>	<b>Capstone CTE Course</b>
<b>CTE Courses</b> <i>*Non-Core</i>	California Career-Ready Standards & CTE Model Curriculum Standards <ul style="list-style-type: none"> <li>• Clear and effective communication</li> <li>• Develop a career and education plan aligned to personal goals</li> <li>• Develop foundational skill with technology</li> <li>• Utilize critical thinking for problem solving</li> </ul>	CTE Model Curriculum Standards <ul style="list-style-type: none"> <li>• Clear and effective communication</li> <li>• Develop a career and education plan aligned to personal goals</li> <li>• Develop foundational skill with technology</li> <li>• Utilize critical thinking for problem solving</li> </ul>	CTE Model Curriculum Standards <ul style="list-style-type: none"> <li>• Clear and effective communication</li> <li>• Develop a career and education plan aligned to personal goals</li> <li>• Develop foundational skill with technology</li> <li>• Utilize critical thinking for problem solving</li> </ul>	CTE Model Curriculum Standards <ul style="list-style-type: none"> <li>• Clear and effective communication</li> <li>• Develop a career and education plan aligned to personal goals</li> <li>• Develop foundational skill with technology</li> <li>• Utilize critical thinking for problem solving</li> </ul>

**CURRICULAR INNOVATIONS**

BCCHS structures its educational program utilizing several innovations. Currently, the 2x8 block schedule gives students more course options and opportunities for deeper engagement with focused learning experiences that approach higher order thinking, project based learning and upper levels of Bloom’s Taxonomy. This innovative schedule also enables students to have access to eight courses annually as opposed to the six courses in a traditional schedule. Students therefore have myriad options when developing their course of study. All students have access to additional elective courses, credit recovery options, special programs such as the School for Advanced studies and Career Technical Education career pathways, AP courses, athletic teams and musical and theater programs all four years of high school.

In addition to the modified block schedule, BCCHS has implemented school-wide grade-level academies to increase access and support for all students. Counselors, teacher advisors, deans and

administrators are assigned to a grade level by graduating class. In this model, every student within a graduating class (grade level) maintains the same counselor, teacher advisors, deans and administrators all four years of high school. As the students promote to the next grade, the faculty and staff move up with them until they graduate. This structure, which partners students with their adult support providers on campus, allows for more continuity and deeper personalization and connections between faculty/staff and students/families. This will ensure enhanced advocacy and support for students which will then translate into increased student welfare and academic achievement.

BCCHS also provides innovative support structures for instruction including push-in math tutoring in math classes. Math instructional specialists with partner agencies assist math teachers in the classroom to provide small group and one-on-one assistance during math classes. This approach gives students greater access to math instructors and support to develop foundational understanding of math concepts and skills.

## **INTERVENTION**

BCCHS's existing resources include: dedicated support staff who target interventions to specific subgroups and underserved populations, innovative scheduling and adaptable course structure in our master schedule. Our specialized staff provides services to all students to meet their academic, behavioral and socio-emotional needs. They include: two instructional coaches which support teachers in all subject areas, particularly new teachers, two counselors per grade for a total of 8, college and career counselor(s), a school psychologist, two social workers, a dedicated federal and State programs coordinator over our foster/homeless population, an AP/Director over Special Education, an AP/Director over English Learners, an AP/Director over Parent Engagement, AP/Director over School Safety and Interventions including Positive Behavior Intervention and Support (PBIS). We recently added a PSA counselor to address chronic absenteeism. This year, we have begun to roll out a PBIS program addressing Tier 1 strategies to create more inclusive climates and learning environments in each classroom.

To improve access for students to progress academically toward graduation, we have implemented a 2x8 block schedule and double-blocked math and English courses for a majority of our 9<sup>th</sup> and 10<sup>th</sup> graders. This evidence-based best practice has allowed students to spend more concentrated time on developing strength in English and math. We have also developed 9<sup>th</sup> and 10<sup>th</sup> grade academies as we re-envision the way our counseling staff addresses student needs. We are expanding this academy model to 11<sup>th</sup> and 12<sup>th</sup> grades as well. This academy structure facilitates additional personalization and connections for students; they will retain the same counselor and administrator throughout their four years at BCCHS until they graduate. We hope that supporting our students with grade-level targeted counseling and leadership will help ensure students' needs are better addressed with their closest support staff, their counselor.

This year, BCCHS implemented an approach to professional development in partnership with our local university teacher college and expert professors from the Center on Teaching and Learning to provide support to teachers across all disciplines in UDL strategies. The goal of this support is to transform the way our teachers approach lesson design. The aim is to improve overall teaching and learning, especially in areas needing growth, and to ensure all students have

the most inclusive learning environment possible. The professors from the Center on Teaching and Learning have provided professional development for our faculty to learn how to use UDL strategies.

BCCHS is implementing UDL training and support across all disciplines as a core tenet of our professional development for teachers. UDL training will include additional planning time, collaboration, and scaffolding in structured expert-led UDL lesson planning and lesson design. With the support of Technical Assistance from a recent initiative to increase and streamline Multi-Tiered Systems of Support (MTSS), our team of school leaders and teacher leaders will strategize how to best incorporate this training and practice for all teachers to ensure implementation of UDL as a Tier 1 level instruction in MTSS for all students.

We continue to improve the good work we have begun with PBIS. We will enhance teacher training in PBIS to ensure students' behavioral and socio-emotional needs are met in the classroom in a streamlined and consistent way. We utilize Student Study Teams (SST), and the Coordination of Services Team (COST) process, and we intend to continue training faculty for how to respond to and support student behavior in the classroom with Tier 2 and Tier 3 strategies. We are also developing school-wide processes to ensure faculty are equipped to provide inclusive behavioral instruction and regularly utilize functional behavioral assessments for students who may be at risk and need behavioral or emotional support.

## **ENRICHMENT OPPORTUNITIES**

Currently, with our 2x8 block schedule, students are able to enroll in a variety of courses and have extra room in their schedules to explore specific areas of interest. Curriculum enrichment opportunities include many elective courses, CTE programs in several different career pathways and industry sectors, AP courses, and dual/concurrent enrollment opportunities in courses with our partner colleges. We embed enrichment in our educational programs through field trips, visits to community and real-world locations, and outreach to colleges and universities. In addition to honors and Advanced Placement course opportunities, we believe, as do more universities, that high school students must be exposed to significant research opportunities and project-based learning which relies on integrated and interdisciplinary learning connections. We support and sustain these opportunities by developing strong collaborative partnerships among our faculty and with professional and post-secondary partner schools and organizations. Along with current Career Technical Education Student Organizations which provide leadership and work-based learning enrichment experiences, we will continue to develop additional enrichment opportunities through partner organizations such as Youth Policy Institute, Science Technology Engineering Math/ Science Technology Engineering Arts and Math (STEM/STEAM) programs such as MESA, and student advocacy agencies such as Village Nation.

## **CURRICULAR AND INSTRUCTIONAL MATERIALS**

Textbooks, technology-based materials, and other educational materials are vital instructional tools used to help students achieve grade-level competency. They align with the academic content standards of each subject area. Adoption of instructional materials, such as textbooks, is determined through a collaborative process involving teachers, administrators, and community

members. Final approval is made by the BCCHS Governing Board and stakeholders are informed at the meeting where they are approved, via minutes from the board meeting and with communication from department chairs who relay the information to respective departments. Textbooks, in particular, are adopted on a rotating basis to ensure all subject areas have access to current textbooks and other instructional materials. When a department is scheduled to adopt new textbooks and accompanying instructional materials, teachers in that department meet to review potential textbooks and supplemental materials (including technology). Some teachers may pilot the use of textbooks being considered for adoption during this review period and report their findings to their colleagues. Once department members have selected the textbook they deem to be most effective for students, they make the recommendation to the Curriculum and Instruction committee who then makes the final recommendation for approval to the BCCHS Governing Board.

Department chairs are responsible for notifying their respective administrators regarding consumable instructional materials or textbook replacement needs within their departments. Department chairs also make recommendations to their respective administrators regarding one-time department-specific purchases of equipment or specialized instructional materials, (e.g., 3-D printers, microscopes, kilns). Administrators and Faculty Department Chairs work closely with the Business Office to ensure materials are available for classroom use in a timely manner at the start of each school-year and as needed throughout the school year upon request. BCCHS strives to honor all appropriate requests aligned to the content standards of the specific subject area as well as to the school’s vision, mission, Student Learning Outcomes (SLOs), and goals.

### SCOPE AND SEQUENCE OF COURSES BY DISCIPLINE

\*Denotes graduation requirement

Subject Area	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
History/ Social Science a-g area “a”  *(2 years/20 credits)	N/A	N/A	*World History A H World History A AP European HistoryA	*World History B H World History B AP European History B	*US History A H US HistoryA AP US History A	*US History B H US History B AP US History B	*Government AP Government & Economics	*Government AP Government & Economics
English Language Arts a-g area “b” *(4 years/40 credits)	*English 9A H English 9B	*English 9B H English 9B	*English 10A H English 10A	*English 10B H English 10B	*American Lit/Cont Comp A AP English Language A	*American Lit/Cont Comp B AP English Language B	*ERWC – A AP English Literature A	*ERWC –B AP English Literature B
Mathematics a-g area “c”  *(3 years/30 credits)	*Algebra 1A Geometry A	*Algebra 1B Geometry B	*Algebra 1A *Geometry A *Algebra 2A	*Algebra 1B *Geometry B *Algebra 2B	*Geometry A *Algebra 2A Trig/ Math Analysis A AP CalcAB A AP Calc BC A AP Statistics A	*Geometry B *Algebra 2B Trig/ Math Analysis B AP Calc AB B AP Calc BC B AP Statistics B	Trig/ Math Analysis A AP CalcAB A AP Calc BC A AP Statistics A	Trig/ Math Analysis B AP Calc AB B AP Calc BC B AP Statistics B
Lab Science a-g area “d”	*Biology A	*Biology B	Chemistry A	Chemistry B	Physics A Anatomy and	Physics B Anatomy and	AP Biology A AP Chemistry A	AP Biology B AP Chemistry B

* (2 years/20 credits)	H Biology A	H Biology B	H Chemistry A Env. Science A	H Chemistry B Env. Science B	Physiology A Chemistry A	Physiology B Chemistry B	AP Physics A AP Environmental Science A	AP Physics B AP Environmental Science B
Language Other Than English a-g area "e"  * (2 years/20 credits)	Sp 1A or Sp Sp 1A French 1	Sp 1B or Sp Sp 1B French 1B	Sp 1A or Sp Sp 1A Sp 2A French 1A or 2A	Sp 1B or Sp Sp 1B Sp 2B French 1B or 2B	Sp 2A or Sp Sp 2A Spanish 3A AP Spanish Lang A or AP Spanish Lit A French 2A or 3A	Sp 2B or Sp Sp 2B Spanish 3B AP Spanish Lang B or AP Spanish Lit B French 2B or 3B	Spanish 3A  AP Spanish Lang A or AP Spanish Lit A French 2A or 3A	Spanish 3B  AP Spanish Lang B or AP Spanish Lit B French 2B or 3B
Visual and Performing arts a-g area "f"  * (1 year/10 credits)	Drawing A Vocal Ensemble A Beginning Dance A	Drawing B Vocal Ensemble B Beginning Dance B	Drawing A Design A 2D Animation A Theater Ensemble A Painting A	Drawing B Design B 2D Animation B Theater Ensemble B Painting B	3D Animation A Film 1A Theater Company A Guitar A Jazz Ensemble A	3D Animation B Film 1B Theater Company B Guitar B Jazz Ensemble B	Film 2A Theater Design Concepts A Glee A	Film 2B Theater Design Concepts B Glee B
College Prep Elective a-g area "g"  * (10 credits)	*Health *Computer Literacy Law & Youth Band Choir Drama Design	*Health *Computer Literacy Law & Youth Band Choir Drama Design	Fine Art Technical Art <i>including:</i> Computer Science A Engineering A Digital Media A Design A Horticulture A International Baking A Premed Science 1A Theater Ensemble A	Fine Art Technical Art <i>including:</i> Computer Science B Engineering B Digital Media B Design B Horticulture B International Baking B Premed Science 1B Theater Ensemble B	HTML Programming A Film 1A Animation 1A Culinary Arts A Theater Company A Anatomy and Physiology	HTML Programming B Film 1B Animation 1B Culinary Arts B Theater Company B Anatomy and Physiology	AP Computer Science A Film 2A Digital Graphic Design A Food Service and Hospitality Theater Design Concepts A Premed Science 2A Nursing A Animation 2A AP Psychology AP Art History AP Studio Art *Economics A	AP Computer Science B Film 2B Digital Graphic Design B Food Service and Hospitality Theater Design Concepts B Premed Science 2B Nursing B Animation 2B AP Psychology AP Art History AP Studio Art *Economics B
Physical Education  * (20 credits)	*9 <sup>th</sup> grade PE – A Athletic Team A	*9 <sup>th</sup> grade PE – B Athletic Team B	*10 <sup>th</sup> Grade PE – A Athletic Team A	*10 <sup>th</sup> Grade PE – B Athletic Team B	Athletic Team A	Athletic Team B	Athletic Team A	Athletic Team B

## RESEARCH-BASED INSTRUCTIONAL METHODS

According to researchers reviewing a meta-analysis by Robert J. Marzano of 100 research reports on instruction, there are nine categories of instructional strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels.”<sup>2</sup> They are:

### 1. Identifying similarities and differences

<sup>2</sup> Brabec, Kathy, et.al. “Building Better Instruction: How Technology Supports Nine Research-Proven Instructional Strategies.” *Learning and Leading with Technology* 31.5 (2004): 7-11.

2. Summarizing and Note-Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Non-linguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions and Advanced Organizers

As a result of these research proven instructional categories, BCCHS continues to utilize and develop systems to ensure practice of these strategies with fidelity in every classroom.

Instructional strategies utilized to deliver curriculum include, but are not limited to, the following:

- Using technology in the classroom—for both instructional delivery and independent student mastery of concepts and project completion
- Project-based assignments and assessments
- Career-technical education vis-à-vis hands-on experiential learning
- Common grade-level assignments, assessments and rubrics
- Grading scales aligned within departments
- Intervention techniques and procedures for low-achieving students
- Differentiated instruction for gifted and high-achieving learners
- Differentiated instruction for EL learners
- Differentiated instruction for each special population
- Interdisciplinary instruction, projects and assessments
- Integration of classroom assignments and experiential learning such as field-trips and assemblies
- Independent research projects/ independent study units and extension activities
- Team-teaching across grade-levels and subject areas
- Curricular steps and unit plans created by vertical teams
- Strategies for addressing multiple learning modalities including visual, kinesthetic, and auditory
- Student tracking, reflection and goal-setting utilizing assessment data
- Core curriculum vocabulary
- Common assessment Tier 1, 2, and 3 vocabulary
- Structured and informal peer-support of at-risk students
- Identifying and practicing study skills and habits of highly effective students
- Reading groups and literature circles
- Partner and small group activities including peer feedback
- Reciprocal teaching in partners and whole class discussions
- Socratic seminars

## **HOW THE SCHOOL'S INSTRUCTIONAL METHODS AND CURRICULUM SUPPORT STUDENT MASTERY OF CONTENT STANDARDS**



Ensuring that all students have access to a rigorous standards-based curriculum is a critical component of BCCHS' mission. In order to honor that commitment to its students, BCCHS has designated resources to provide its teachers with the training and support needed to understand the current California Content Standards - Common Core ELA Standards, Common Core Mathematics Standards, Common Core Literacy Standards, Next Generation Science Standards - on a deep level and prepare and deliver meaningful learning experiences so students can master the skills and content described in those standards. In addition to the formal training and professional development sessions outlined above, BCCHS has provided, and will continue to provide, regularly scheduled time for teachers to participate in collaborative planning and data analysis sessions to support improvement of student achievement in all content areas.

## **STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS**

To ensure all BCCHS students are prepared to fulfill their 21<sup>st</sup> century college and career goals, BCCHS began intentional and appropriate integration of technology into classroom learning activities in the 2014-15 school year. Prior to that, BCCHS identified four critical focus areas for meaningful integration of technology into the learning experiences for all students:

- ◆ Hardware
- ◆ Faculty training
- ◆ Software
- ◆ Student learning

During the 2014-15 school year, all classrooms were equipped with LCD projectors and document cameras. Chromebook carts were installed in all English and math classrooms during the 2016-17 school year and in science, social studies, and world languages classrooms during the 2017-18 school year. BCCHS will continue the roll out of computer access for all students in the fall of 2018 with a 1-to-1 Chromebook project for the Class of 2022. Computer labs with technical software aligned to industry standards have been created in many CTE pathway classrooms while shared Chromebook carts are available to remaining elective classrooms through a check-out system. Having appropriate and up-to-date digital devices (hardware) available to students throughout their school day ensures that all students have access to rigorous and relevant learning experiences, increases the engagement of all students in the learning process, and provides all students with opportunities to acquire and practice 21<sup>st</sup> century skills. Additionally, BCCHS has begun a two-year process to replace LCD projectors with Smart projectors which have additional inputs and a mini computer embedded to further increase student engagement and collaboration in each classroom. With this addition of digital tools for every classroom, teachers have developed lessons that utilize digital information and applications for students.

BCCHS adopted Google Apps for Education (GAFE), now Google Suite, and became a Google school in the 2015-16 school year. Adoption of Google Suite has provided the opportunity for BCCHS classrooms to become places where true collaborative learning takes place on a regular basis for both students and teachers. Recognizing that effective use of these tools is critical to successful integration into the classroom, all BCCHS teachers received training in the use of Google tools in the 2015-16 and 2016-17 school years and were later provided with incentives to

participate in advanced professional development through Google’s Educator Level 1 and Educator Level 2 self-paced certification programs. In department and course-alike groups, teachers use Google (and other collaborative) tools to share lessons, assessments and other resources, share Google Classroom best practices, and demonstrate the use of other Google tools to improve the effectiveness of their instruction. Additionally, all teachers participated in digital citizenship and flipped learning workshops and received training in the use of Nearpod. Teachers have also received training in department-specific software, (e.g. Achieve3000 for English teachers).

BCCHS strives to increase student engagement and collaboration, prepare students for college and careers in the 21<sup>st</sup> century, and increase access for all students to a rigorous and relevant curriculum through careful selection of appropriate software for classroom use. School wide licenses for Achieve3000 and Nearpod are available to students and teachers respectively. Achieve3000, a reading program that measures reading lexiles, provides personalized comprehension support for students and can be utilized by teachers on a whole class or individual basis. Nearpod is an application tool with which teachers can create interactive content presentations or from which they can select a ready-to-teach presentation. Math, ELA, EL, social studies, and world language teachers have access to software made available through newly purchased textbooks. CTE teachers are provided with software appropriate to their particular career pathway, (e.g. AutoCAD in the Engineering pathway and Adobe Suite in the Animation and Digital Design pathways). Acellus software provides opportunities for teachers of Students with Disabilities to assess, adapt, and individualize course materials for their students. Individual teachers use various other software programs that provide students with opportunities to learn through simulation, games, application, and problem-solving activities as well as software programs that generate both formative and summative assessment data.

BCCHS teachers, in departments, course-alike teams, and as individuals, are continually seeking effective ways for students to use a variety of technology tools to increase their understanding and authentically demonstrate mastery of standards-based academic content. Use of Google Suite tools provides students with opportunities to work both collaboratively and independently to strengthen their critical thinking skills and meaningfully apply their knowledge to real world issues in a manner that is consistent with the expectations of 21<sup>st</sup> century college students and employees. The Gmail accounts provided to all students create an additional means to ensure that students acquire and practice 21<sup>st</sup> century communication and collaboration skills. Students also use technology to demonstrate mastery of content standards in many different ways: slide presentations, lab simulations, collaboratively-produced written artifacts, engineering designs, publications, films, and artwork. With the provision of digital devices, faculty training, and quality educational software, BCCHS is working to create a school-wide learning environment in which all students are meaningfully engaged, can access a rigorous and relevant curriculum, and authentically demonstrate their understanding of content matter and make connections beyond the classroom. These projects, completed and ongoing, represent BCCHS’ commitment to provide an appropriate and effective educational program that “creates opportunities for all students.”

## **GRADUATION REQUIREMENTS**

Currently, all BCCHS students must accumulate a minimum of 230 credits in grades 9-12, and meet proficiency standards as determined by the State of California to graduate with a diploma. Beginning in the class of 2020, students must complete the following required coursework including A-G requirements, however, they are not required to earn a grade of “C” or better. They can complete A-G requirements and earn a “D” and still progress toward graduation. Furthermore, based on UC guidelines, students may meet math graduation requirements for graduation if they pass subsequent semesters of math. For example, a student who fails Algebra 1A in the fall semester, but passes Algebra 1B or Algebra 2 in subsequent semesters meets the math requirements because the subsequent semester grade validates the prior failing grade. Graduation requirements are listed below:

<b>BCCHS Graduation Requirements</b>			
		<b>Credits</b>	<b>Courses</b>
<b>A Requirement</b>	<b>Social Studies</b>	20	World History
			US History
<b>B Requirement</b>	<b>English Language Arts</b>	40	English 9
			English 10
			Am Lit-Cont. Comp/AP Eng. Lang
			ERWC/AP Eng. Lit
<b>C Requirement</b>	<b>Mathematics</b>	30	Algebra 1
			Geometry
			Algebra 2
<b>D Requirement</b>	<b>Science</b>	20	Biology
			Chemistry/Physical Geology
<b>E Requirement</b>	<b>LOTE</b>	20	Spanish 1/French 1
			Spanish 2/French 2
<b>F Requirement</b>	<b>Visual and Performing Arts</b>	10	Various courses
<b>G Requirement</b>	<b>Electives</b>	10	American Government
			Economics
<b>Other Requirements</b>		20	Physical Education
		5	Health
		5	Computer Literacy
		10	CTE course
		40	Electives
		<b>230</b>	

The following apply when determining a student’s eligibility for graduation:

- Students must earn a “D” or better in all courses.
- Credit may only be earned in classes not previously passed. Credit is not given if classes

are taken to raise a grade from a “D” or above.

- Repeat classes do not replace previously earned grades; therefore, all grades are averaged in determining GPA.
- Students taking Honors and Advanced Placement courses will earn extra grade points as determined by the BCCHS Governing Board.
- UCOP validation rules apply for math, LOTE and chemistry.
- A single course may be used to satisfy more than one requirement.
- Students with Disabilities must attempt, but are not required to pass a third year of math, and a second year of LOTE in order to qualify for a BCCHS diploma.
- A maximum of ten (10) credits may be earned for school service toward graduation. Students are to be enrolled in no more than one school service course per semester.

Grade promotion is currently determined by credits earned and proficiency of grade level English courses as follows:

Grade 9 to Grade 10	55 credits
Grade 10 to Grade 11	110 credits
Grade 11 to Grade 12	170 credits
Graduation	230 credits

### **CREDIT RECOVERY**

Students have many opportunities for credit recovery including attending summer school, enrolling in 0 period or 9<sup>th</sup> period courses before and after school respectively, enrolling in college courses and online courses. The current 2x8 block schedule enables students to take 80 credits each year when only 60 are required to promote to the next grade (55 in grades 9 and 10). These additional classes and credits afford students ample opportunities to make up lost credits from prior semesters.

### **TRANSFER STUDENTS**

Transfer students have an initial course scheduling meeting with their counselor to go through their transcript, select courses for the current term, and ensure they have enough credits to graduate on time with their class. During this meeting and throughout each subsequent semester, their progress toward graduation is monitored to make sure they do not fall behind in credits. Any transfer students entering BCCHS short of the needed credits to graduate are given the opportunities for credit recovery listed above.

### **COLLEGE AND CAREER INDICATOR**

To ensure students are prepared to meet the CDE’s College and Career Indicator, BCCHS has designated college and career counselors. Together with faculty, academic counselors and school leadership, they design programs which serve student interests and aptitudes toward post-secondary college programs and career choices. In 9<sup>th</sup> grade, students take career inventory surveys and receive an overview of CTE pathways and college planning options. In 10<sup>th</sup> grade, students may begin a course of study in one of our ten CTE pathways with the goal to achieve

capstone completer status, earn an industry certification and training in soft-skills and earn college credit in their CTE courses. Our college and career counselors work in tandem to ensure students have access to all testing and college preparation information they need to be eligible to apply to college. They also schedule field trips to area colleges and schedule guest speakers and information sessions with representatives from various colleges in the region. In each grade-level academy, students receive targeted academic counseling to support their progress toward graduation and post-secondary goals including completion of A-G UC/CSU application requirements. Counselors inform students of college programs aligned to their future career and learning goals, trade school and training/internship programs, and immediate entry-level employment opportunities through alumni networks, community stakeholders and professional industry partners.

## **WASC SELF-STUDY AND ACCREDITATION**

BCCHS completed the WASC self-study process in Spring of 2018 and earned a 6-year renewal accreditation. The process to produce a self-study report and subsequent action plan to address any areas of growth involves committees with representatives from every department and stakeholder group to ensure a report that engages all members of the BCCHS community. BCCHS continues to maintain areas of success and engage in self-review and analysis in order to annually improve in identified areas of growth.

BCCHS has worked to align the goals outlined in the WASC Action Plan and the School Plan for Student Achievement (SPSA) with the annual LCAP and the school goals aligned to the 8 State Priorities. During this time, BCCHS has remained committed to establishing and implementing policies, programs, and practices that promote elevated academic achievement, increase college readiness, and improve civic responsibility for all students to ensure that they are effectively prepared to pursue their post-secondary goals.

## **NOTIFICATION TO PARENTS AND STUDENTS OF THE TRANSFERABILITY OF COURSES**

BCCHS currently offers A-G (“WASC”) for six years. As a charter school, BCCHS will maintain accreditation from WASC and offer courses that meet the A-G university requirements. BCCHS will work with UC staff to establish a course list for the independent charter school and will apply to the UC Board on Admissions and Relations with Schools Committee, as necessary, for new course approval. for new course approval. for new course approval.

All parents and students will be notified that BCCHS is WASC accredited and thus courses are transferable to other public schools and offers A-G nights, fall recruitment nights at feeder middle schools, updated website and online resource information, grade-level and new student orientations, grade level meetings, college awareness meetings and our monthly newsletter to the community.

**ACADEMIC CALENDAR AND SCHEDULES**

### Instructional Calendar FALL SEMESTER - 2019

JULY						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Instructional Calendar SPRING SEMESTER - 2020

JANUARY						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- Regular School Day
- Collaboration Tuesday
- Pupil Free
- Holiday
- Unassigned Day
- Minimum Days - students only
- Minimum Days - teachers and students
- Professional Growth (Full Day PD)

[Collaboration Bell Schedule \(Every Tuesday\)](#)

PERIOD 0 AND 9 DO NOT MEET

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Collaboration	7:50 AM	8:50 AM	60 min
Period 1 and 5	9:00 AM	10:21 AM	81 min
Periods 2 and 6	10:31 AM	11:52 AM	81 min
Lunch	11:52 AM	12:25 PM	33 min
Period 3 and 7	12:35 PM	1:56 PM	81 min
Periods 4 and 8	2:06 PM	3:27 PM	81 min

[Minimum Day Schedule](#)

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Periods 1 and 5	8:30 AM	9:25 AM	55 min
Periods 2 and 6	9:35 AM	10:30 AM	55 min
Periods 3 and 7	10:40 AM	11:35 AM	55 min
Periods 4 and 8	11:45 AM	12:40 PM	55 min
Lunch	12:40 PM	1:10 PM	30 min

[Regular Bell Schedule](#)

Monday, Wednesday, Thursday, Friday

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 0	7:40 AM	8:24 AM	44 min
Period 1 and 5	8:30 AM	9:58 AM	88 min
Period 2 and 6	10:08 AM	11:36 AM	88 min
Lunch	11:36 AM	12:11 PM	35 min
Periods 3 and 7	12:21 PM	1:49 PM	88 min
Periods 4 and 8	1:59 PM	3:27 PM	88 min
Period 9	3:33 PM	4:17 PM	44 min

[Shortened Day Schedule](#)

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Periods 1 and 5	8:30 AM	9:36 AM	66 min
Periods 2 and 6	9:46 AM	10:52 AM	66 min
Periods 3 and 7	11:02 AM	12:08 PM	66 min
Lunch	12:08 PM	12:43 PM	35 min
Periods 4 and 8	12:53 PM	1:59 PM	66 min



## INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No	0	0	0	0	0	0	0	0	0	36000	0	-36000
1	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
2	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
3	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
4	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
5	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
6	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
7	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
8	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
9	Yes	135	382	37	354	10	250	0	0	182	64800	67168	2368
10	Yes	135	382	37	354	10	250	0	0	182	64800	67168	2368
11	Yes	135	382	37	354	10	250	0	0	182	64800	67168	2368
12	Yes	135	382	37	354	10	250	0	0	182	64800	67168	2368

## PROFESSIONAL DEVELOPMENT

### Recruiting Highly Qualified Teaching Faculty

BCCHS believes that the recruitment and hiring of qualified staff must reflect the needs of the students and the community. The BCCHS Human Resources department follows current industry practice for recruiting and hiring of highly qualified faculty. Positions are posted on recruitment websites. Applicants are processed and interviewed with input from experienced teachers in pertinent disciplines to ensure applicants are highly qualified and possess all requisite teaching skills and knowledge of their content area. Peer coaching, instructional coaches and mentor teachers provide support to new faculty to develop and retain highly qualified and effective teachers.

At BCCHS we:

- recruit, hire, support and develop staff that is most qualified to help all students achieve standards.
- assign the most qualified staff to serve students. Highly qualified staff includes certificated personnel who are certified to serve English Learners when the student population includes a significant number of English Learners.
- proactively recruit and hire certificated personnel and other staff who demonstrate a strong ethical principle of educational equity and excellence and dedication to achieve it.

## Ongoing Professional Development

BCCHS encourages and supports all of our faculty to engage in ongoing professional development individually and in group settings in departments, cross-curricular groups and as a whole faculty. Departments engage in regular, content-specific trainings, and BCCHS supports and encourages individual teachers to attend subject-area trainings and professional development conferences hosted by national and regional professional learning organizations. BCCHS has designated resources to provide all of its teachers with the training and support needed to understand the current California standards - Common Core ELA Standards, Common Core Mathematics Standards, Common Core Literacy Standards, Next Generation Science Standards - on a deep level and prepare and deliver meaningful learning experiences so students can master the skills and content described in those standards. In addition to the formal training and professional development sessions outlined above, BCCHS has provided, and will continue to provide, regularly scheduled time for teachers to participate in collaborative planning and data analysis sessions to support improvement of student achievement in all content areas. Teachers in specialized academic areas such as Advanced Placement, Career Technical Education, and Performing and Visual Arts are also encouraged to attend professional development conferences and content training sessions to remain current in industry knowledge and skills.

BCCHS utilizes several approaches to innovative professional development to support our teachers and increase student achievement school-wide. BCCHS has adopted the Action Learning Systems program as a key component of equipping our teachers to implement the California Content Standards. In particular, BCCHS provides school wide professional development on the topics of differentiation, EL strategies, Universal Design for Learning, and Direct Interactive Instruction as a research based instructional delivery model that guarantees best, first instruction for Content mastery. We have also partnered with education specialists from California State University, Northridge to give additional training and support to teachers. All core content teachers also practice regular data analysis of formative assessments which are aligned to California Content Standards and NGSS in English, math, science and history. Teachers also have access to ongoing instructional support from our two full time Instructional Coaches. New teachers participate in the BCCHS new teacher cadre which provides instructional mentoring and coaching.

In each core discipline, teachers develop standards-based writing prompts that integrate Close Reading and focus on a three-pronged approach to literacy in the content areas: building knowledge through content-rich non-fiction, reading and writing that is grounded in evidence, and regular practice with complex texts and academic language. To support instruction for all students, BCCHS implementing Universal Design for Learning (“UDL”).

BCCHS continues to:

- Focus the Charter School’s resources on student learning and achievement of the California Content Standards.
- Form active alliances with families, employers, community members, and policymakers to promote student learning and ensure accountability.

- Form collaborative communities with middle schools, colleges, businesses and industry partners, to provide off -site learning opportunities, internships, teacher training, intervention, mentoring, and vertical as well as horizontal articulation with our community feeder schools and universities.
- Eliminate traditional time barriers to student success by considering flexible calendars, schedules and programs, such as: enrichment and intervention extended day classes, on-line tutorials, high school preparation camps, advisory classes, block scheduling, freshman parent and student orientation, strongly encouraged parental participation through donation of time, expertise, supplies or other involvement opportunities.
- Offer real-world experiences for students to learn about higher education and career options through curricular pathways, school to career opportunities, community college fairs, volunteerism, community involvement in senior project assessments and other collaboration with businesses and community.
- Develop our CTE teachers as industry professionals with current industry-standard knowledge and skills.
- Establish high standards for student achievement by expecting all students to master rigorous academic content.
- Use curricula that are challenging and relevant and which cover content in depth.
- Provide creative outlets in the visual and performing arts.
- Use multiple forms of assessment to meet individual needs including development of common grading practices, common rubrics and benchmarks for authentic assignments and interdisciplinary projects that provide both horizontal and vertical articulation among courses.

## **PROFESSIONAL DEVELOPMENT PLAN**

The majority of professional development occurs during collaboration Tuesday morning meetings in departments, all faculty meetings, pupil free days and individualized and group training sessions as needs are identified. The list below identifies planned areas of focus throughout the school year.

- **Faculty Meetings**
  - School wide data analysis and application to classroom
  - Operational updates
  - Mandatory PDs and notifications
- **Department Meetings**

- Data analysis
  - Department formative assessments/SBAC data/PSAT/SAT
  - Course-alike planning to address identified student areas of weakness
  - Review performance of targeted subgroups – develop instructional plan to address
- Review Instructional Rounds (IR) data pertaining to identified 2019-2020 identified instructional focus areas
  - Checking for understanding during instructional delivery – regular, consistent, all students
  - Feedback to students to improve and deepen learning – timely, frequent, relevant, aligned to learning targets/expected learning outcomes
  - Integration of appropriate digital learning activities/tools to improve student learning
  - Develop departmental plan to address IR data
- Course planning
  - Course-alike teams
  - Adjustments based on formative assessment data and incorporating 2019-2020 instructional focus areas
- **Grade Level Meetings**
  - Grade level data analysis
    - Academic performance/attendance/discipline
    - Develop activities/programs/interventions to address identified needs of targeted subgroups w/in grade levels
    - Develop activities/programs/interventions to address identified needs of other student groups identified by grade level team
    - Develop activities/programs/interventions to ensure grade level goals:
      - 100% graduation
      - 100% CSU eligibility
      - 85% A-G completion rate
  - Grade level planning to address student needs
    - Community building
    - Intervention
    - Recognition
    - Parent Engagement
    - Parent Education
- **Specialized Group Meetings**
  - AP Teachers/ELL Teachers/CTE Teachers/SPED Teachers
    - Data analysis
    - 2019-2020 plan to address needs of all students including targeted subgroups

## **SHORTENED DAYS**

- Specialized Training

- PSAT/SAT Administration
- Formative Assessment scoring
- Lesson Study
- Standards-based Lesson Planning
- PBIS Workshops

**PUPIL FREE DAYS**

- Academic Rigor Workshops
  - Pre-AP in content areas
- Technology Training
- PBIS Training
- Data Analysis Workshops

**SPECIAL TRAINING FOR IDENTIFIED TEACHER GROUPS**

- Science: NGSS training through UCLA Center X
- New Teachers: DII training with Instructional Coaches
- All Teachers: Tech workshops with Technology Coach

**MEETING THE NEEDS OF ALL STUDENTS**

**ENGLISH LEARNERS**

BCCHS implements its own English Learner Master Plan.

**Process For Identifying English Learners**

New students entering BCCHS are given an initial Home Language Survey as part of the registration and enrollment packet. Survey results identify students whose families indicate a language other than English as their native/home language. BCCHS requests former school language information or checks in CALPADS to identify the most recent language information on record to determine appropriate student placement in courses. If there is no current language information, further inquiry is made with the parent/guardian to determine if there is ELPAC score data or language information and if the student has been in the US for 5 years or more. If there is prior ELPAC data for the student, a class enrollment determination is made to ensure proper placement in courses. If there is no ELPAC data, the student is referred for assessment testing to determine English proficiency. The results of the ELPAC determine if the student is proficient and can enroll in mainstream content courses with EL Support or if the student will enroll in the English Learner program of courses with ELD curriculum.

**English Language Acquisition - English Learner Development Curriculum**

English learners at BCCHS are provided both a comprehensive designated and integrated ELD instructional program designed to meet their linguistic and academic goals as shown in the table below. The instructional purpose in designated ELD classrooms is to develop English language proficiency by addressing ELD standards. The instructional purpose in

integrated ELD classes is to develop knowledge in content areas while integrating an ELD standard.

	<b>Purpose</b>	<b>Content Focus</b>	<b>Language of Instruction</b>	<b>Language Proficiency Levels</b>
<b>Designated ELD</b>	<ul style="list-style-type: none"> <li>◆ Develop proficiency in English</li> <li>◆ Learning content knowledge is secondary</li> <li>◆ ELD standards are primary</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instructional content is based on students' English proficiency levels</li> <li>◆ A language target/objective should accompany each lesson using an ELD standard as a guide</li> </ul>	<ul style="list-style-type: none"> <li>◆ The instruction is in English.</li> <li>◆ Students are expected to use English to communicate in student-to-teacher and/or student-to-student interactions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels of English proficiency</li> </ul>
<b>Integrated ELD</b>	<ul style="list-style-type: none"> <li>◆ Develop knowledge in content areas</li> <li>◆ Learning English is secondary</li> <li>◆ ELD standard is integrated into the lesson (secondary focus)</li> <li>◆ Content area standards are the primary focus</li> </ul>	<ul style="list-style-type: none"> <li>◆ Grade-level content is presented</li> <li>◆ The learning target should be tied to a content area standard</li> <li>◆ The language target should be tied to an ELD standard</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instruction is in English; however, primary language assistance may be used for clarification when necessary</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most appropriate for Intermediate and above English proficiency</li> </ul>

In order to facilitate the full implementation of integrated and designated ELD classrooms, teachers have received numerous professional development sessions regarding English Learners including: differentiated lesson planning, strategies for differentiated instruction and the incorporation of ELD standards in both designated and integrated classroom settings.

### English Language Development Program Structure

English Learners are programmed into the appropriate level of courses based on their ELPAC proficiency level. The continuum of ELD courses includes: Beginning, Early-Intermediate/Intermediate, Intermediate/Early-Advanced, and Early Advanced/Advanced. The table below shows how the ELD program addresses the specific proficiency needs of English Learner students and provides a guide for scheduling newcomer English learners into content area graduation requirement courses.

English Proficiency Level	CORE ELA Course	Support	Other Course
Beginning*	ELD 1AB (1 period)	ELD Support 1AB** (1 period)	PE, Math (EL), LOTE, other A-G

Early-Intermediate/ Intermediate*	ELD 2AB (1 period)	ELD Support 2AB** (1 period)	PE, Math (EL), LOTE, Science (EL), History (EL) other A-G
Intermediate/ Early- Advanced*	ELD 3AB (1 period)	ELD Support 3AB (1 period)	A-G requirements
Early Advanced/ Advanced*	Grade Level English (Mainstream) (1 period)	ELD 9AB, 10AB, 11AB or Literacy & Language AB (1 period)	A-G requirements

\* Students are placed into the appropriate course using their ELPAC proficiency level

English Language Development course descriptions are described in the table below.

Course Title	Description
ELD 1AB + ELD Support 1AB	This course is designed for Limited English Proficient students who need to acquire or strengthen listening, speaking, reading and writing skills. The emphasis is on the development of communication and survival skills through the use of communicative-based instruction. Grammar is taught in context throughout each unit.
ELD 2AB + ELD Support 2AB	This course facilitates English Learner acquisition of language through the practice of the reading and writing processes and the development of student centered projects.
ELD 3AB + ELD Support 3AB	This course is designed for English Learners who are working toward perfecting listening, speaking, reading, and writing skills. It is a communication-based program with literature and writing at the core of the curriculum. Writing exercises focus on process and are developed through core literary and expository works and their connection to student life. Speaking and listening activities include: individual and group student presentations, role-playing, paired interviews, group discussions, debates, lecture, etc. Grammar is taught in context throughout the year.
ELD 9AB, 10AB	This support course includes research-based curriculum that facilitates the development of literacy skills by providing instruction for English Learners that includes phonemic awareness, word recognition, spelling and vocabulary development, and word analysis and morphology
ELD 11AB, LIT & LANG AB	This support course is an intensive intervention program that uses technology, print and professional development to meet the needs of long-term EL students.
Other Content-Specific (EL) Courses	Algebra I (EL), Algebra II (EL), Geometry (EL), Algebra and Geometry Support (EL), Environmental Science (EL), Biology (EL), World History (EL), US History (EL)

Designated and integrated ELD programs are delivered and supported by faculty, ELD Coordinators and administrators as described below.

Support from Classroom Teacher(s):	Support from ELD Coordinators:	Support from Administration:
<ul style="list-style-type: none"> <li>◆ Know which of their students are English Learners (EL)</li> <li>◆ Know or have easy access to the ELPAC level/English language proficiency of every EL in their classroom.</li> <li>◆ Structured academic interaction in every lesson in appropriate courses with a</li> </ul>	<ul style="list-style-type: none"> <li>◆ Run semester reports on ELs to identify students who are receiving a grade of F in any ELA course. Review with Site administration and teachers.</li> <li>◆ Assist in the preparation of professional development topics related to English Learners</li> <li>◆ Execute English Learner Monitoring Plan:</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review semester reports on ELs identifying students receiving failing grades in 2 or more courses</li> <li>◆ Work with counselors and ELD Coordinators to meet the needs of struggling English Learners.</li> <li>◆ Notify parents and students of support options and</li> </ul>

<p>focus on English language development.</p> <ul style="list-style-type: none"> <li>• Tap Prior Knowledge</li> <li>• Model/demonstrate procedures</li> <li>• Flexible grouping</li> <li>• Realia</li> <li>• Repetition</li> <li>• Think Pair Share</li> <li>• Academic Language</li> <li>• Consistent and Meaningful Feedback</li> <li>• Contextual Cues</li> </ul> <ul style="list-style-type: none"> <li>◆ Ability to articulate differentiation strategies in their content area that are being utilized to support EL students at each proficiency level.</li> <li>◆ Incorporation of an ELD standard in all classes with English Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Notify counselors and administration of ELs with 2 or more Failing grades</li> <li>• Meet with students to discuss progress and notify parents of failing grades</li> <li>• Complete grade checks and monitor tutoring/other supports quarterly.</li> </ul> <ul style="list-style-type: none"> <li>◆ Visit classrooms of ELs monthly, ask teachers how they are supporting their ELs, and provide instructional strategies to teachers.</li> <li>◆ Give classroom presentations, parent meetings, and weekend workshops on being successful on the ELPAC</li> <li>◆ Organize ELPAC Boot camp for students and teachers</li> <li>◆ Host parent engagement events which include information on successful reclassification and post-secondary opportunities</li> </ul>	<p>opportunities. Monitor student participation in supports.</p> <ul style="list-style-type: none"> <li>◆ Visit classrooms of ELs monthly, monitor support of ELs, and provide instructional strategies to teachers.</li> <li>◆ Provide feedback to teachers concerning differentiation to accommodate the language needs of their ELs.</li> <li>◆ Provide professional development opportunities for teachers on language acquisition and differentiation strategies</li> </ul>
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**The ELPAC to Accelerate Progress Toward Proficiency**

English Learner students are annually given the ELPAC exam to determine progress toward English proficiency. Information regarding testing information, pertinent dates and the benefits of reclassification are provided to parents. BCCHS requests parental permission to reclassify students as RFEP.

**Annual Evaluation of the EL Program**

The English Learner program is evaluated at the end of each semester to measure EL Student progress toward Stated goals. Plans are formed in summer for implementation the following school year. In the annual evaluation, BCCHS personnel monitor the EL program for areas of non-implementation of the LCAP and the EL Master Plan. They measure program results to determine how ELs are progressing toward English proficiency overall and across all academic disciplines. They conduct school-level data-analysis, reviewing ELPAC data and progress toward proficiency for all EL students (including reclassified RFEPs), to ensure they are achieving English proficiency and meeting goals for academic achievement. Faculty recommend intervention services as needed for students who do not make expected progress each semester. Faculty utilize data from EL program evaluation to assist with annual updates to the LCAP and EL Master Plan. Finally, they apply data conclusions from the annual evaluation to inform the upcoming year’s Professional Development Plan for the ELD program.

**Process and Criteria for Reclassification**

English Learner students are assessed for reclassification criteria throughout the year as applicable data become available. All EL students annually take the ELPAC English proficiency



assessment test. Test results along with other criteria (e.g. SBAC and Scholastic Reading Inventory, teacher evaluation) determine if a student is eligible to be reclassified as Redesignated Fluent English Proficient (RFEP) and is described in the table below.

Grade	1. PROFICIENCY ON ELPAC	2. DEMONSTRATION OF BASIC SKILLS		3. TEACHER EVALUATION
		ASSESSMENT	REQUIRED SCORE	
9	Overall ELPAC proficiency level of 4 (Early Advanced) or 5 (Advanced), with subscores of 3 (Intermediate) or higher	Scholastic Reading Inventory (SRI) OR Smarter Balanced Assessment Consortium (SBAC) overall score for ELA OR Interim Comprehensive Assessment (ICA) overall score for ELA	850 and above OR 8 <sup>th</sup> grade SBAC score of 2487 or above OR ELA ICA score level: Standard Nearly Met	<ul style="list-style-type: none"> <li>• Report card grade of "C" or better in ELA/ELD; OR</li> <li>• GPA of 2.0 or better; OR</li> <li>• Teacher attestation that incurred deficits are due to factors unrelated to English language proficiency</li> </ul>
10	Same as above	Scholastic Reading Inventory (SRI) OR Interim Comprehensive Assessment (ICA) overall score for ELA	890 and above OR ELA ICA score level: Standard Nearly Met	Same as above
11	Same as above	Scholastic Reading Inventory (SRI) OR Smarter Balanced Assessment Consortium (SBAC) overall score for ELA OR Interim Comprehensive Assessment (ICA) overall score for ELA	985 and above OR 11 <sup>th</sup> grade SBAC score of 2493 or above OR ELA ICA score level: Standard Nearly Met	Same as above
12	Same as above	Scholastic Reading Inventory (SRI) OR Smarter Balanced Assessment Consortium (SBAC) overall score for ELA OR Interim Comprehensive Assessment (ICA) overall score for ELA	985 and above OR 11 <sup>th</sup> grade SBAC score of 2493 or above OR ELA ICA score level: Standard Nearly Met	Same as above

If all of the above criteria for Reclassification are met, parents are notified and given the opportunity to request a conference with the ELD Coordinator to discuss any concerns about Reclassification. Once all criteria are met and all questions/concerns from parents have been addressed, parents give consent for reclassification, and students are reclassified.

### Monitoring ELs and RFEPs

The English Learner Program staff (administrator, liaison, coordinators) verifies and maintains documentation to demonstrate that the progress of English Learners and reclassified English Learners is being monitored, and that support services are being provided as needed to ensure their continued academic success. Accordingly, BCCHS has implemented a comprehensive monitoring program for English Learners and recently reclassified English Learners as described in greater detail below:

Current EL students are monitored closely:

- To ensure progress toward English proficiency
- To ensure progress toward graduation
- To ensure equity of access and participation in their designated and integrated ELD programs

- To ensure strong attendance
- To ensure passing grades

English Learners are monitored at least once per semester using the process described below:

- EL Monitoring Form (completed by EL staff)
- EL Student Progress Report (completed by teachers)
- Student Self-Reflection (completed by student)
- Parent Notification/Recommendation/Conference

Students exiting from EL status are monitored for at least two years, to ensure that:

- They have not been prematurely exited;
- Any academic deficits incurred as a result of participating in the EL program have been remedied
- They are meaningfully participating in the standard program of instruction comparable to their never-EL peers.

During the 2-year monitoring period, former EL (or Reclassified Fluent English Proficient – RFEP) students who receive a grade of “F” in an ELA course are provided with appropriate interventions that support the student in meeting academic performance at grade level as described in greater detail below.

Recently reclassified English Learners are monitored at least once per semester in terms of grades and attendance using the following documentation:

- RFEP Monitoring Form (completed by EL staff)
- RFEP Student Progress Report (completed by teachers)
- Student Self-Reflection (completed by student)
- Parent Notification/Recommendation/Conference

When it is determined by the EL Program Staff that an English Learner or a newly reclassified English Learner is failing to progress and in danger of incurring academic deficits, a number of strategies and instructional supports are available as detailed below:

- Academic counseling
- Double-blocked math and English classes if needed
- SBAC support classes as needed
- Before and after school tutoring with a bilingual aide
- In-class tutoring in math and ELD classes
- Project-based tutoring with individual teachers
- Daily/weekly student progress reports
- Parent conference
- Credit Recovery options
- Online courses
- Independent study options
- Adult school
- Extended school year opportunities

- Increased summer school offerings in ELA/math for EL/RFEPs
- Student Success Team (SST) conference including:
  - The student
  - Two or more teachers
  - Academic counselor
  - Parent(s)
  - EL Coordinator
  - EL Administrator

BCCHS is currently monitoring RFEPs who are struggling academically and English Learners with 2 or more fails using the process described above. EL/RFEP monitoring documentation can be found and reviewed in the English Learner Office. The EL/RFEP Monitoring Process is described further in the English Learner Master Plan as shown in the table below: Pyramid of Interventions

### Pyramid of Interventions

<b>LEVEL 3 (Intensive Program)</b>		
<b>ACADEMIC</b>	<b>ENGLISH LEARNER*</b>	<b>PBIS/BEHAVIORAL</b>
Extended Day/Year Program Individual Counseling Alternative Placements: <ul style="list-style-type: none"> <li>◆ Independence Continuation</li> <li>◆ West Valley Occupational Center</li> <li>◆ Adult School</li> </ul> IEP 504 Plan Parents in Classrooms to Observe	ELD Administrator/Coordinator ensures the development of an appropriate support system	<ul style="list-style-type: none"> <li>◆ Peer Mediation</li> <li>◆ Crisis Counseling</li> <li>◆ Referral and Placement</li> <li>◆ Behavior Medical Evaluation Support Plan</li> </ul>
<b>LEVEL 2 (Supplemental Program)</b>		
<b>ACADEMIC</b>	<b>ENGLISH LEARNER*</b>	<b>PBIS/BEHAVIORAL</b>
Intervention Courses <ul style="list-style-type: none"> <li>◆ English, EDGE, English 3D</li> <li>◆ Math: In-Class Math Assistants, Pearson Realize</li> <li>◆ Credit Recovery: Accelerate</li> </ul> Student Success Team Tier 1: Before and After School Tutoring Tier 2: Project-based Tutoring Tier 3: In-class tutoring support in Math School Parent Contact/Conferences Academy Interventions Co-Teaching	EL Monitoring Plan ELPAC Boot camp EL Parent Meetings	<ul style="list-style-type: none"> <li>◆ Group Counseling</li> <li>◆ Psychiatric Social Workers (PSW)</li> <li>◆ Parent Contact/Conferences</li> <li>◆ Mediation</li> <li>◆ Counseling Interventions</li> <li>◆ Student Recognition</li> <li>◆ Behavior Support Plan DIS</li> </ul>
<b>LEVEL 1 (CORE Program)</b>		

ACADEMIC	ENGLISH LEARNER*	PBIS/BEHAVIORAL
<p>Transition from middle schools:</p> <ul style="list-style-type: none"> <li>◆ School Visits</li> <li>◆ Proactive Registration</li> <li>◆ Proficiency Placement</li> <li>◆ Freshmen Orientation/ New Student Orientation</li> </ul> <p>Tutoring:</p> <ul style="list-style-type: none"> <li>◆ Learning Center Tutors</li> </ul> <p>Math Placement Test using UC's MDPT</p> <p>Parent Involvement and Support:</p> <ul style="list-style-type: none"> <li>◆ FACTOR Training</li> <li>◆ AERIES Parent Portal</li> <li>◆ Grade-level and Academy Parent Meetings</li> <li>◆ ConnectEd phone and email messages</li> </ul> <p>Academic Guidance:</p> <ul style="list-style-type: none"> <li>◆ 5-Year Plan (if applicable)</li> <li>◆ College &amp; Career Center</li> <li>◆ Progress reports (3 x per semester)</li> </ul> <p>Quality Instruction:</p> <ul style="list-style-type: none"> <li>◆ DII</li> <li>◆ Common Core Standards</li> <li>◆ Common Formative Assessments</li> <li>◆ Common Interim Assessments</li> <li>◆ Pacing Plans</li> <li>◆ Benchmark Exams (EADMS/IO)</li> </ul> <p>Career Technical Education</p> <p>Title I Parent/ School Compact</p>	<p>EL Courses</p> <ul style="list-style-type: none"> <li>◆ LTEL students MAY be offered EL content area courses if deemed appropriate for the individual student. However, LTELs are typically placed in general education content area courses.</li> </ul> <p>Support documents provided in Spanish</p> <p>Support documents in other languages as required</p> <p>EL Professional Development Strategies</p> <p>EL Tutors (Trained Bilingual Aides)</p>	<p>Standards of Behavior</p> <p>Principal and AD visits to all classes</p> <p>Principal and APs seen on campus</p> <p>Psychiatric Social Workers (PSW)</p> <p>Assemblies</p> <p>PBIS</p> <ul style="list-style-type: none"> <li>◆ Teachers greet students at classroom doors</li> <li>◆ Adults model good behavior: language, dress code, etc.</li> </ul> <p>REACH – Respect, Empathy, Accountability, Choice, Honesty</p>

## Monitoring LTELs and Students At-Risk for Becoming LTELs

BCCHS has placed a strong emphasis on the reclassification process for English Learners focusing particularly on reclassifying more long-term English Learners. As a result, the reclassification rate has steadily increased year after year, especially due to the increase of long-term English Learners who have achieved proficiency on the ELPAC.

This increase in proficiency can be attributed to school-wide efforts to raise the awareness and preparedness of the entire EL population. BCCHS also recently adopted English 3D, a curriculum designed to prepare long-term English Learners for reclassification. Long-term English Learners have been specifically targeted to increase their understanding of benefits of reclassification in order to result in better test performance. Additional school-wide initiatives such as the Summer Institute, ELPAC Boot Camp, increased rigor in initial instruction and greater support of EL students and increased monitoring of their performance have contributed to the increased reclassification rate of EL students.

## GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

This student population will be identified by many methods such as CAASPP results

demonstrating exceeding proficiency in ELA and math, grades consistent with high achievement, Gifted and Talented Education (“GATE”) and recommendation from counselors and/or teachers. The Gifted Coordinator together with students’ academic counselors will monitor progress of these students to ensure they are working toward mastery in each content area and fulfilling requirements for graduation and post-secondary goals.

We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary possibilities. With 23% percent of our current student body identified as gifted and talented, we are committed to meeting the needs of this special needs population. Over 30 sections of honors classes and Advanced Placement course offerings are available to students beginning in grade 9. Gifted and talented students also have access to specialized programs within our educational program that offer specialized study or training in Career Technical Education course sequences including the School for Advanced Studies, dual-enrollment college level courses and articulated CTE courses in which students can earn college credit while enrolled in their regular high-school courses.

Students designated as gifted and talented are also enrolled in rigorous honors and Advanced Placement (“AP”) courses where they are challenged among their peers as a method of differentiated instruction. All teachers of gifted and talented students are required to complete on-going training in their subject area, in differentiated instruction, as well as obtain certification by The College Board for any AP courses they teach.

High achieving students are instructed through varied and rigorous instructional methodologies including, when appropriate, independent study opportunities, multi-step student-directed projects, creative media format projects, Socratic seminars, mock-situations such as mock-trial and mock-crime scene investigations, deductive and inductive studies, hands-on experimentation, extension assignments designed to engage gifted learners beyond the classroom. Counselors and classroom teachers assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring, and internship/community college courses that meet their needs for demanding instruction. Counseling for low-achieving gifted students is implemented to encourage maximum engagement and student achievement and satisfaction within BCCHS. Low achieving gifted students are identified through regular progress reports and from teacher and counselor observations. Students who are designated gifted and are earning below satisfactory progress reports are referred for intervention as needed.

Enrichment opportunities such as field trips and visits to community and real-world locations to apply learning are available for gifted students. Outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. We believe that successful college and university applicants are exposed to experiences resembling university life and education while in high school. In addition to honors and Advanced Placement opportunities, we believe, as do more universities, that high school students must be exposed to significant research opportunities prior to college, either on our campus or at a college or university through our current or future partnerships. We are committed to facilitating these opportunities for our students.

## **STUDENTS ACHIEVING BELOW GRADE LEVEL**

Students achieving below grade level are identified by teachers and counselors on a quarterly basis each semester. Students earning a “D” or “F” in more than one course at the progress reporting period each semester are referred for intervention and tutoring as needed and applicable. Support personnel and staff specializing in different supports are assigned to work individually and in groups with students achieving below grade level. Socioemotional supports are provided with mental health support personnel via individual and group counseling or referrals to outside service providers.

As a Tier 1 support for all students, Positive Behavior Interventions and Supports are implemented in the classroom by all teachers to engage and motivate students to improve academic progress. Tutoring and innovative scheduling in double-blocked English and math courses provide additional time for students to grasp higher level content as another Tier 1 support for students who need it. As a Tier 2 support for specific subgroups of students achieving below grade level, BCCHS provides targeted tutoring for English Learner students before and after school with Bilingual Aids and Accellus online learning support for Students with Disabilities. Once supports are in place, students are monitored by their counselor and content area teachers to ensure interventions and supports are working and students’ academic progress improves.

## **SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS**

BCCHS is a Title 1 school with 86% of students identified and designated as qualifying through the free/reduced school lunch program application. BCCHS aims to enhance the education of our socioeconomically disadvantaged students by lowering class sizes to ensure a quality education for all students. Lower class sizes increase student access to instructors, curricular material, and enrichment opportunities, and it enables students to benefit from more focused attention. BCCHS continues to offer tutoring programs before and after school funded through Title 1 to address the academic achievement needs of our socioeconomically disadvantaged students. BCCHS makes every effort to provide access to social and psychological community resources for these students and their families to ensure students come to school well-prepared to learn and succeed in their academic goals. Family surveys are conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, BCCHS offers channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

BCCHS also continues to develop programs on site to address the psycho-social, physical and emotional needs of our socioeconomically disadvantaged students so that they can focus on their academic and educational goals and achieve them. We currently provide students early access to campus each day to participate in breakfast, our library and media center which houses 60 computers and our college and career center. This early access to campus provides a safe, well-equipped campus and environment for students to ensure their physical needs are met as they prepare for learning each day. Tutoring and the library and media center are also available to

students during the school day, at lunch and after school to ensure access to resources they may not have at home.

## **STUDENTS WITH DISABILITIES**

The District Required Language includes information regarding provisions for this student subgroup.

## **STUDENTS IN OTHER SUBGROUPS**

BCCHS strives to address the academic needs of all special populations of students including: socioeconomically disadvantaged students, single pregnant women, single parents, foster youth, homeless students, migrant students, students preparing for non-traditional training and employment as well as students with other barriers to educational achievement such as limited English proficiency. BCCHS targets supports and interventions for these special populations through focused services provided by our State and Federal Programs Coordinator and specific academic counseling sessions to identify learning and post-secondary goals. Students are directed to mentoring and peer tutoring programs as well as receive social needs assessments, one-on-one counseling services, and flexibility with scheduling. BCCHS makes every effort to ensure students in special populations have access and equity to available social services, Career Technical Education programs, job training programs, college and career counseling. BCCHS recognizes the significant challenges faced by students in special populations and ensures their access to programs that empower them to utilize the educational resources available and receive the support they need. Counselors, such as the diploma counselor, PSA counselor, or a community outreach coordinator, in addition to academic counselors, target these students in order to partner them with services they need.

## **“A TYPICAL DAY”**

When the mission and vision of BCCHS is fully realized, the educational program offers a flexible and comprehensive education for students at all levels of achievement. Students engage in curriculum that is relevant and prepares them for post-secondary higher education and careers. Students take ownership of their learning by being engaged, self-directed, focused participants of the school community. A visitor to our campus will see student learners engaged in a specific schedule of courses and activities cohesively embedded within their grade-level academics and CTE Career Pathway cohorts to ensure progress toward graduation and preparation for post-secondary goals.

The regular school day includes a 2x8 block, with 4 periods each day of approximately 90 minutes. This regular bell schedule is an innovative feature of our educational program that allows for great breadth and flexibility for student schedules. Students attain deep mastery with extended learning time in their courses each day. Visitors to our campus will observe students engaging in various stages of project-based learning across a wide variety of disciplines and CTE programs. Students complete art compositions, design graphics and websites, complete hands-on science labs and experiments, create films and animated cartoons and features, cook 3 course meals, design homes, buildings and landscapes, build bridges and deliver oral and written

presentations, arguments and reports.

9<sup>th</sup> grade students enrolled in our School for Advanced Studies are concurrently enrolled in college courses working toward completing Intersegmental General Education Transfer Curriculum (IGETC) transfer requirements by the time they graduate high school. This enables them to enter college often with many, in some cases *all*, general education requirements completed

Within each of the grade-level academies, visitors will observe teachers integrating instruction between English, math, science and history core disciplines, utilizing proven strategies to address gaps in literacy. Teachers stand at their doors between passing periods, chat with their academy colleagues to check in about students they share and discuss academy activities occurring that week.

Visitors will see students within academies who are known, who do not slip through cracks in a large educational program. They share physical space, hallways, bathrooms, lockers, classrooms, teachers, counselors and friends. These students share before and after school activities, cored classes, assignments, study strategies, and homework. Visitors will see students who belong and who are accountable for their progress toward graduation within a cohort of students working toward a shared vision and goal within a common community.

In the Freshman Academy, visitors will note that 9<sup>th</sup> graders remain within two shared hallways throughout the day and congregate before and after school, during lunch and passing periods. They talk with their peers, their teachers and counselors, easing into the rigors of high school within the nucleus of the Freshman Academy. These students are engaged in hands-on experiential learning beginning in their 9<sup>th</sup> grade health courses during visits to the school's medical lab where they are introduced to the broad spectrum of medical career paths.

In each of the other grade-level academies, visitors will see students engaged in project based learning and hands-on CTE activities reflective of the goals and Stated curricular focus of that pathway. Students in the Production and Managerial arts pathways design sets, sew costumes, tour theaters, rehearse lines and choral pieces in practice spaces and write, produce and edit their own student films. Engineering students learn the principles of design and engineering and engage in Computer Aided Design and Drafting (CADD) architectural design software while earning college credit in each of the three articulated engineering courses; Pre-medical students learn Cardio Pulmonary Resuscitation (CPR) and First Aid, gain exposure to the wide array of medical career opportunities, tour and intern at local hospitals, practice wrapping sprained ankles and work as athletic trainers in preparation for post-secondary physical therapy and nursing careers; Graphic Design students design digital layouts and graphics for school-wide publications; Information Communication Technology ("ICT") students learn the fundamentals of MS Office Suite and the inner workings of computer hardware, software and programming fundamentals; Culinary students learn safe food handling, kitchen safety, baking, sautéing and cooking techniques to culminate with catering various school site events and cooking competitions at the end of the year.

Visitors to BCCHS will see students engaged in relevant curriculum that provides multiple



opportunities to develop skills and knowledge requisite for post-secondary life. With our varied and comprehensive program, most students graduate with abundant credits, having exposure to rigorous college-preparatory curriculum and elective courses. They engage in sports, clubs and activities, earn community service hours, attend tutoring, internships, and earn college credit while in high school. Visitors will see focused and engaged students, preparing to move forward to post-secondary higher education and careers.

Varied schedules, individualized programming, on-task and hands-on learning, engaged students, compelling, flexible and innovative teaching strategies are just some of the things a visitor to BCCHS will see upon touring our campus. Visitors will also see a community whose stakeholders exhibit respect for self, others and their environment, and who take ownership of their responsibilities to the learning community as students, teachers, staff and leaders. They will see students who go to their courses focused and prepared to learn so that they can reach their post-secondary goals. Visitors will also see a staff of certificated, classified and administrative employees invested in the success of students, colleagues, and the Birmingham community. They may see examples of collaborative teaching, cross-curricular projects, analysis of assessment data, and student support systems, both structured and informal embedded in our PBIS initiatives. Visitors will experience the respect and pride that both adults and students have for BCCHS and the commitment that ensures the beautifully landscaped, clean campus as a safe and enriching, positive learning environment.

**Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes Will be  
Measured**

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with State requirements for participation and administration of all State-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all State-mandated tests to the District.

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Please see the completed LCFF State Priorities Table in Element 1 for this requirement.

**MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Please see the completed LCFF State Priorities Table in Element 1 for this requirement.

## **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

Students are given assessments several times each semester to determine their mastery of the curricular content skills and knowledge. Teachers monitor student progress via student engagement with learning activities, their production of meaningful work, classroom examination, State-mandated tests, discipline, certification, industry certification exams in CTE courses and/or other assessment tools that may be deemed appropriate by BCCHS. All core departments administer Educator's Assessment Data Management System (EADMS) standards-aligned Interim Common Assessments ("ICAs") throughout the semester. As determined by assessment benchmarks and rubrics, students must demonstrate mastery of curricular material in order to promote to the next level of the course. Students' academic progress toward meeting graduation goals and post-secondary career readiness is evident in the benchmark assignments and assessments of students' core skills and knowledge from their academic and CTE pathway courses.

BCCHS has implemented placement exams in English literacy and math for all incoming 9<sup>th</sup> grade students. In conjunction with placement exams, students SBAC scores in English and math are reviewed along with their grades from 8<sup>th</sup> grade to properly place them in the correct English and math courses. BCCHS also uses an aggressive approach to address the low proficiency rate in mathematics. Following the Response to Intervention model, students below proficiency in Algebra 1 are enrolled in a double-block (2 consecutive periods) of Algebra and math support. Within this structure, students learn the regular Algebra 1 curriculum during the first hour of the course, but are given additional support and enrichment instruction in the second hour to reinforce, review, and preview Algebra 1 concepts with which they are struggling. Students must show mastery of the concepts in the first semester of Algebra 1 in order to advance to the second semester. If they do not demonstrate mastery, they must repeat the first semester again.

### **Our Underlying Beliefs Regarding Student Assessment**

We believe assessment of student progress is an extremely valuable tool for teacher growth and school wide improvement. Schools have traditionally made use of very limiting models of student assessment: multiple choice, end-of-year exams, publisher-produced end of unit tests, etc. We believe in an assessment process that calls for teacher collaboration, fosters teacher communication and learning from one another, and provides students with an opportunity to monitor their own development. Teachers access student assessment data at regular intervals and use that information to inform curricular and instructional decisions. Student and school achievement data is immediately available and accessible to parents and students via Aeries.net, the BCCHS online Student Data Information System. Students also have access to immediately review their own achievement data and transcript information via Aeries.net.

### **Assessment**

BCCHS believes that student progress in meeting standards should be determined through multiple measures that are valid, reliable and fair.

Therefore:

- Weekly and accurate assessment of student progress in mastering grade-level standards is essential to the success of any instructional program and ensures quality for all students.
- Classroom and school assessments are based on content that every student has had the opportunity to learn and master.
- Assessment is critical to the appropriate placement of students to ensure the opportunity to succeed at their ability levels and paramount to stemming the flow of drop-outs.
- Students are adequately prepared for assessments that appropriately measure their abilities.
- Administrators promote a comprehensive approach to assessment. On-going assessment provides students, parents and certificated personnel specific and constructive feedback to inform instruction and learning.
- Decisions about instruction are driven by assessment data. Both qualitative and quantitative data (aggregated and disaggregated) are current, easily retrieved, analyzed, understood, and used to drive instruction.
- Administrators are aware of and apply appropriate, legal accommodations for testing Students with Disabilities, including English Learners.

### **Forms of Assessment**

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

#### **Standardized Tests**

BCCHS administers the Smarter Balanced Assessment Consortium. Additionally, students in various grades and varied academic levels take the PSAT, SAT, ACT, SAT II, AP tests and ELPAC.

#### **Performance Assignments**

Performance assignments are projects, papers, or tasks that require students to produce or create a product. While they are more open-ended than multiple-choice exams, they are always aligned to California Content Standards. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. BCCHS uses EADMS Interim Common Assessments in all academic disciplines. Faculty continue to develop additional school-wide performance assessments through collaborative common planning sessions.

## **Rubrics**

Rubrics and corresponding anchor papers and anchor assignments are utilized to evaluate student work and norm grading/scoring practices among faculty. Rubrics may be tailored to a particular classroom assignment, may be department wide for a benchmark or core assignment, or school-wide involving all teachers and students.

## **Assessment Schedule**

The Curriculum and Instruction Committee, comprised of faculty selected through the protocols set forth in our bylaws, may develop a school wide assessment schedule. Individual teachers and departments may develop a system for assessing students that closely aligns with their instructional goals. Ongoing, periodic assessment is an integral part of the teaching/learning process. Assessment of student progress takes place after individual lessons, at the end of units of study, and periodically when students have had opportunities to internalize new concepts.

## **Collaborative Scoring**

At BCCHS, teachers are problem solvers and collaborators. Throughout the year, teachers meet to score student work. The BCCHS school culture focuses on powerful teaching and learning. Collaborative assessment is a tool for teachers to talk about their teaching and improve their practices. As teachers assess student work, they identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies and classroom practices.

Assessment tools may include, but are not limited to, the following:

### 1.) Standards-based Skills Assessments:

- Smarter Balanced Assessment Consortium
- Classroom-based and department-wide student evaluation and assessment

### 2.) Additional Performance Indicators

- Preparation for Post-Secondary Options Assessments:
  - A-G completion requirements (UC/CSU)
  - Armed Services Vocational Aptitude Battery (ASVAB)
  - English Language Proficiency Assessments for California (ELPAC)
  - Career Aptitude Inventory Survey
  - College Board Advanced Placement Exams
  - Fitness Gram
  - Placement Exams (Subject A, Entry Level Mathematics (ELM) and English Placement Test (EPT) or similar community college data)
  - PSAT, SAT, SAT II, ACT
  - California Healthy Kids Survey

Some of these assessments will provide achievement and assessment data for BCCHS from external sources. The SAT and SAT II are not required exams for BCCHS, however students pursuing college admissions will take these exams and can provide their testing data to BCCHS. Similarly, placement exams such as the Subject A, ELM and EPT will not be taken on BCCHS campus, although practice assessments that will aid students in preparing for these exams will be administered periodically by faculty and college counseling personnel.

3.) WASC and Student Learning Outcomes: At BCCHS, teachers, students, staff and parents are committed to creating a learning community where all graduates are:

- Critical Thinkers
- Academic Achievers
- Responsible Citizens
- Effective Communicators

4.) Assessments for measuring success of student achievement:

Standards Based Assignments:

- *(Grade Level/Subject Matter Designed Core and Benchmark Assignments)*
- Computer Literacy Competency
- Senior Project
- Student Self Assessments
- Department-Teacher Standards-based Assessments based upon clearly specified criteria
- Longitudinal survey and other data collected to evaluate student progress
- Voluntary community service through clubs and/or organizations
- Smarter Balanced Assessment Consortium

## **DATA ANALYSIS AND REPORTING**

Teachers and administrators work closely to monitor student needs, and site resources decisions are based on an alignment with the Local Control Accountability Plan (LCAP) and the SPSA. Both plans are designed to support the Eight Priorities set forth by the State of California. Based on LCAP funds and School Site Council meeting discussions, resources are appropriately allocated to support student achievement. The alignment of the LCAP and SPSA helps to ensure that site funds are appropriately allocated to maximize student achievement. At the beginning of every school year, when CAASPP results are announced, teachers and administrators analyze the student achievement data including SBAC scores, AP pass rate, graduation rate, and reclassification rate of ELs in order to pinpoint areas of growth and areas in need of improvement. Based on this data analysis, decisions regarding professional development, instructional practices, staffing needs, and instructional materials are made collaboratively and used to drive LCAP revisions.

These data serve as the metrics BCCHS uses to evaluate our students' level of success. This practice has become critical in identifying school wide instructional programs such as UDL, double blocking of math and English, and alternative support in the classroom. To promote a college-going culture, counselors have worked collaboratively with teachers to increase the a-g completion rate. Additionally, correlations have been made between AP scores, PSAT scores,

and SBAC results to predict college and career readiness. For example, a student earning a 2 on an AP exam is still likely to be in a better position to adjust to the rigors of college than a student who has not challenged himself with an AP course. BCCHS has been focused on monitoring growth targets for student achievement and adjusting school resources accordingly to provide opportunities for all students to become college and career ready.

BCCHS has a three-year plan to ensure that funding is continued and designated to support necessary programs in conjunction with long term goals. BCCHS has been fiscally sound during the past five years resulting in a positive financial reserve.

BCCHS uses Aeries.net as our Student Information System. Aeries provides immediate access to student information online for faculty, parents and students. With Aeries, BCCHS can manage and track the following data: student achievement including standardized test results and grades, attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and networking back-ups, student activities, data extraction, etc.

Once assessment data is collected by faculty, it is entered daily into Aeries and analyzed by departments during professional development time to determine areas of weakness in concept acquisition and instructional methodology. Data analysis occurs frequently throughout the semester. Attendance, teacher comments, and student results from daily assignments and assessments such as the ICAs are available online for parent and student access through the Aeries Parent Portal. Teacher-parent communication also occurs through print, email, or telephone contact and at required Parent Information Nights each semester.

### **School Accountability Report Card**

The governing board of BCCHS develops and implements a School Accountability Report Card.

- (a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.
- (b) Not less than triennially, the governing board shall compare the content of the School's Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education.
- (c) The Governing Board shall annually issue a School Accountability Report Card, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

### **Grading Policy**

Students will be assessed for a variety of skills using tools that measure their competency in course content knowledge, reading, and writing. Students must demonstrate their mastery of skills through a variety of modalities. Grades assigned will correspond to students' level of mastery as demonstrated in coursework for each discipline. Students receive progress reports

every six weeks during the semester and a final grade report at the end of the semester.

### **Promotional Standards**

BCCHS students promote to the next course in a curricular sequence upon earning a passing grade in that course. A passing grade is a “D” or higher. Beginning with the class of 2020, students will be required to complete A-G requirements in order to graduate, however, they may accomplish this with a grade of “D” or better. Teachers evaluate students’ progress toward learning outcomes and mastery of content standards through observation in daily class activities and assignments, homework, and end of unit or term assessments. BCCHS students spend a significant amount of time on academic coursework that is flexible, well-planned in response to student achievement data, and modified based on student needs. Teachers assess a student’s progress frequently with grades input into the online student database, Aeries, and progress reports completed every 6 weeks. Student progress is immediately accessible by parents and students as teachers input grades and attendance. All stakeholders are accountable to monitor student mastery of core content throughout the year. The program design of BCCHS is to ensure that all students succeed. Additionally, tutoring is available before and after school in all subject areas. Students have been individually programmed to ensure proper placement into core courses. BCCHS is committed to responding to student needs and effectively preparing them for their futures.

Grade promotion will be determined by credits earned and proficiency of grade level English courses as follows:

Grade 9 to Grade 10	55 credits
Grade 10 to Grade 11	110 credits
Grade 11 to Grade 12	170 credits
Graduation	230 credits

### **Retention**

Students who do not meet the performance standards for advancement to the next grade or course may be retained in their current grade in accordance with their applicable promotional academic credits. These students identified throughout the academic year are supported by the Student Services Team (“SST”) program and referred for PBIS interventions.





## **Element 4 - Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, State, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>3</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and State laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

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<sup>3</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

### **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 of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and State laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD,

including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

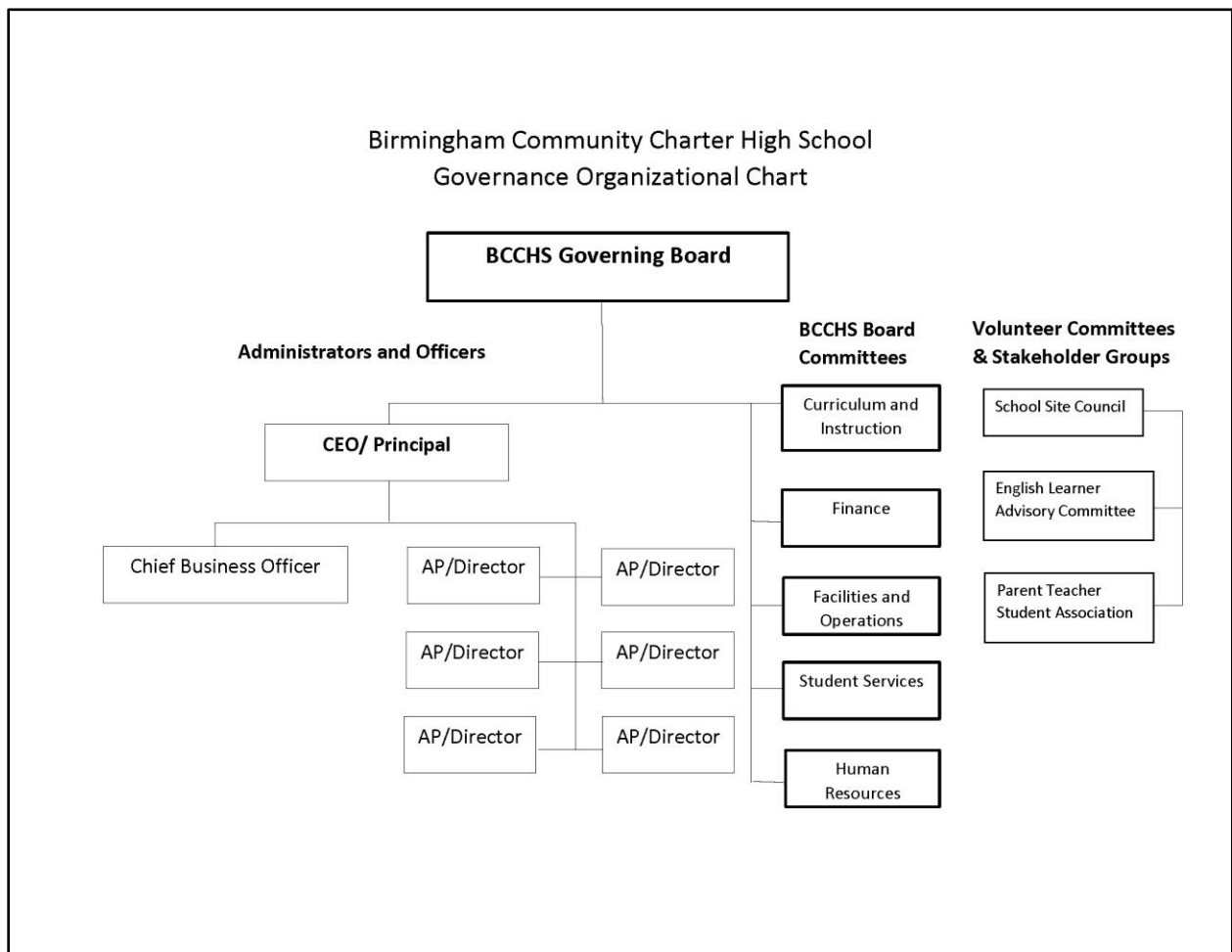
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as State compliance.

**GOVERNANCE STRUCTURE**

**ORGANIZATIONAL CHART**



## **ROLES AND RESPONSIBILITIES**

### **Governing Board**

#### **Duties and Responsibilities**

The BCCHS Governing Board is responsible for providing oversight to the overall operation, management, finances and health of the educational organization. Through regular communication, meetings and school events and in compliance with all applicable laws including the Brown Act, the Governing Board remains abreast of issues concerning operations, legal and fiscal compliance requirements, academic progress, employment, contract and facilities issues affecting the students, employees and community stakeholders at BCCHS. The Governing Board creates and enforces policies that serve the needs and requirements of the school plant and organization. They listen to informational items, including public comment from stakeholders, identify areas of need and growth, celebrate achievements, and provide guidance and insight in their areas of expertise to guide the continued progress of the school educational program.

## **STANDING COMMITTEES OF THE BOARD**

In addition to encouraging the participation of all stakeholders through attendance at all Governing Board meetings and school-wide events, the BCCHS Governing Board has established Standing Committees to focus on governance tasks and/or policy recommendations.

The Standing Committees are as follows:

**Curriculum** – This committee meets monthly and is comprised of ten Department Chairs (math, science, English, history, LOTE, PE, tech art/CTE, fine art, counseling, special ed), an Administrative Director Designee, a Parent, a Student, and a Board Member. (math, science, English, history, LOTE, PE, tech art/CTE, fine art, counseling, special ed), an Administrative Director Designee, a Parent, a Student, and a Board Member. (math, science, English, history, LOTE, PE, tech art/CTE, fine art, counseling, special ed), an Administrative Director Designee, a Parent, a Student, and a Board Member.

**Student Services** – The Student Services Committee serves to address and inform policies related to student welfare, student safety, student discipline, due process and grievance procedures, academic integrity, attendance, and student activities. This committee meets monthly and is comprised of an Administrative Director, a dean, three certificated representatives, a student, a mental health support personnel representative, a parent, and a Board Member.

**Human Resources** – The Human Resources Committee addresses employee benefits, incentives, and work-related issues. This committee meets monthly and is comprised of the Director of Human Resources, a classified representative, a certificated representative, an administrative representative and is open to all other interested stakeholders.

**Facilities** This committee meets monthly and is comprised of the Chief Business Officer, the Chief Executive Officer, the Athletic Director, and a Board Member. This committee meets monthly and is comprised of the Chief Business Officer, the Chief Executive Officer, the Athletic Director, and a Board Member. This committee meets monthly and is comprised of the Chief Business Officer, the Chief Executive Officer, the Athletic Director, and a Board Member. This committee meets monthly and is comprised of the Chief Business Officer, the Chief Executive Officer, the Athletic Director, and a Board Member.

**Finance** – The Finance Committee provides oversight and policy recommendations regarding the fiscal operations of the school including annual internal and external operations, fiscal audits, risk management, strategic planning, resource development, community outreach and networking, as well as any other pertinent fiscal matters. This committee meets monthly and is comprised of each of the other standing committee chairs (Curriculum and Instruction, Student Services, Human Resources, and Facilities and Operations), the Chief Business Officer, the Chief Executive Officer, and a Board Member.

The Governing Board clearly defines the purpose and decision-making authority of each Standing Committee. In fulfilling its defined purpose, each Standing Committee seeks input from stakeholders at BCCHS. All advice/decisions of the Standing Committee are consistent with the authority granted by the Governing Board and the Standing Committee’s defined purpose. A Standing Committee has no authority to act in contravention with the Charter School’s current bargaining agreements and shall not supersede or relieve any obligation by BCCHS to collectively bargain when legally required.

Changes to Standing Committees (e.g. composition, purview etc.,) may be made at any time by the BCCHS Governing Board, and may be considered a material revision to the charter.

## **ADMINISTRATORS AND OFFICERS**

### **CEO/Principal**

The CEO/Principal acts as the Instructional Leader of the school and as such, reports to and serves at the behest of the Governing Board. The CEO/Principal oversees daily operation of the academic program and makes recommendation to the Board at regularly scheduled board meetings regarding the educational program.

### **Administrative Directors**

The Administrative Directors are the acting leadership team who work under the direction of the CEO/Principal to execute the mission and vision of the educational program via oversight and guidance of the departments and assigned duties within their purview.

### **Chief Business Officer**

The Chief Business Officer oversees the business operations of the charter school and provides

fiscal oversight to the school's financial and business operations. The CBO reports on the fiscal condition of the charter school to the Governing Board at regularly scheduled board meetings. The CBO works together with the CEO/Principal and makes recommendations to the Board.

### **Stakeholder Committees**

All stakeholders, particularly parents, are encouraged to participate in various school-wide committees to assist in establishing policies to support the mission and vision of the educational program. The Parent Teacher Student Association ("PTSA") meets monthly and informs parents and other stakeholders about important school information, events and activities. The English Learner Advisory Committee ("ELAC") provides access to parents of English Learners to provide input to the school programs supporting the education of English Learners. The School Site Council ("SSC") oversees and informs the use of categorical funding for the Charter School. Stakeholders are encouraged to attend these committee meetings and run for offices for each committee.

## **GOVERNING BOARD COMPOSITION AND MEMBER SELECTION**

### **Designated Directors And Terms**

The number of directors shall be no less than five (5) and no more than fifteen (15), unless changed by amendments to the bylaws and to the Birmingham Community Charter School charter document. The Governing Board shall include four (4) certificated staff members, one (1) non-certificated staff member, one (1) Parent Representative, and at least five (5) At-Large Representatives from the Birmingham Community Charter High School community. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. If the chartering authority appoints a representative to the Board, the Board may add an additional At-Large Representative so that an odd number of directors is maintained.

In addition, the Board President shall appoint, as an advisor to the Board, the Student Body President or his/her designee to represent the student voice to the Board.

The certificated staff representatives must meet the following qualifications:

- a. Must be currently employed members of the teachers' bargaining unit at Birmingham Community Charter High School with permanent status.
- b. No teacher who currently serves as a Department Chair or Lead Teacher may be elected to a Board of Directors seat.
- c. No teacher who currently serves as the faculty bargaining unit representative may be elected to a Board of Directors seat.
- d. No more than one member of each academic department may hold a board seat at the same time. In the event that two or more members of the same department are competing for a seat on the Board of Directors, the individual who receives the most votes will be selected.
- e. A teacher who teaches in more than one department will be considered to represent the department for which he/she teaches the most hours.



The non-certificated staff representative must meet the following qualifications:

- a. Must be currently employed at Birmingham Community Charter High School.

The Parent Representative must meet the following qualifications:

- a. Must be parent of a currently enrolled Birmingham Community Charter High School student.
- b. Must not be employed by Birmingham Community Charter High School.

The At-Large Representative must meet the following qualifications:

- a. Must not be an interested person as defined in Article VII, Section 4 of the bylaws, and

b. Must meet one of the following criteria:

(1) Community member with direct familiarity with Birmingham Community Charter High School, its history and goals. (This may include former parents, students, and employees);

(2) Former educators with direct familiarity with Birmingham Community Charter High School, its history and goals; or

(3) Expertise in fields such as law, finance, facilities, fundraising, business, government.

c. Persons serving as At-Large members do not necessarily have to reside within the Birmingham Community Charter High School attendance boundaries.

## **TERMS**

### **Directors' Term**

Each director, excluding the parent representative, shall hold office for 2 years and until a successor director has been designated and qualified. The parent representative shall hold office for one (1) year and until a successor director has been designated and qualified. Board terms of service begin on July 1st and end on June 30th.

## **ELECTIONS**

Board Elections will be held during the Spring Semester, before the end of the fiscal year, when a Board member's term expires. Special elections may be called whenever necessary to fill a Board vacancy.

a. Certificated Staff Representative:

Certificated staff representatives will be elected by a simple majority vote of all currently employed Birmingham Community Charter High School certificated staff members. In the event that one or more of the representative seats are unfilled by the voting process, the elected Board members shall appoint a person who qualifies as an At-Large Representative to fill the seat until a certificated staff representative can be selected per the process outlined above. In the case of a Board appointment, the appointment must be ratified by a majority vote of the current Birmingham Community Charter High School teachers' bargaining unit.

b. Non-certificated staff representative:

The non-certificated representative will be elected by a simple majority vote of all currently

employed Birmingham Community Charter High School non-certificated staff.

c. Parent Representative:

The Board shall appoint an ad hoc committee composed of current Birmingham Community Charter High School employees, including certificated and classified staff, which shall be charged with the following:

- (1) In January, solicit nominations of qualified candidates, instruct interested nominees to submit a Statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of Birmingham Community Charter High School, its history, goals, etc.).
- (2) In February and March, publicly post candidates information and provide opportunities for all parents to hear candidates' Statements and answer questions from parents regarding their representation on the board.
- (3) In April, facilitate an election in which parents will participate to select the parent candidate to represent them on the board.

d. At-Large Representatives:

The Board shall appoint an ad hoc committee composed of current Birmingham Community Charter High School stakeholders which shall be charged with the following:

- a. In January, solicit nominations of qualified candidates, instruct interested nominees to submit a Statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of Birmingham Community Charter High School, its history, goals, etc.).
- b. In February, the committee will meet to review candidate Statements, interview candidates and recommend to the Board of Directors the candidate(s) for further consideration.
- c. In March, recommended candidates will address the Board of Directors and respond to questions from the Board members. This item shall be posted on the Board's agenda so that interested parties can comment to the Board on the proposed nominees.
- d. In April, the Board of Directors will vote to select qualified candidates to fill the open At-Large Representative seats for a two (2) year term beginning on July 1st of the current year.

## **GOVERNANCE PROCEDURES AND OPERATIONS**

### **Place Of Board Of Directors Meetings**

Meetings shall be held on site at BCCHS. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

### **Meetings; Annual Meetings**

All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

### **Regular Meetings**

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda on the school website, via email to all employees and board members, on exterior doors of offices around the school including the main office, grade-level academy offices, the library, exterior gates to the school and on the exterior door of the meeting room, containing a brief general description of each item of business to be transacted or discussed at the meeting.

### **Special Meetings**

Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

### **Notice Of Special Meetings**

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda on exterior doors to offices around the school including the main office, grade-level academy offices, the library, the exterior door to the meeting room, on exterior gates to the school, and on the school website. Board members shall also be notified in the following manner for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall State the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

### **QUORUM**

A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be less

than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

### **Teleconference Meetings**

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of LAUSD in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

### **Adjournment**

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public.

## **COMMITTEES**

### **Creation And Powers Of Committees**

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. No committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

### **Meetings And Action Of Committees**

Meetings and actions of all committees shall be governed by, held, and taken under the provisions of the bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

### **STAKEHOLDER INVOLVEMENT**

All initiatives at BCCHS seek stakeholder input through committee involvement, stakeholder constituent groups, surveys and informational meetings. Parents, faculty and staff are invited and encouraged to participate in school based decision-making via involvement in the Parent Teacher Student Association (PTSA) and in department and faculty meetings. They are also invited and encouraged to run for elected positions on the BCCHS Governing Board, School Site Council and standing committees such as Curriculum and Instruction. Other leadership opportunities to contribute to school governance include elected faculty leadership positions such as Academy Leads and as officers or participants in our ELAC parent groups.

The School Site Council (SSC) is responsible for approving and monitoring the Single Plan for Student Achievement (SPSA). SSC is comprised of three elected teacher members, parents, students, and classified staff members. All stakeholders are invited to attend these monthly meetings and run for officer positions.

At the beginning of each school year, the SSC reviews CDE Dashboard data such as the SBAC scores, suspension rates, graduation rates, pupil engagement data, etc., to determine if LCAP goals have been met and continue to be relevant. The SSC ensures that the analysis of student achievement data, college- and career-readiness indicators, school wide learner outcomes, and academic and career-readiness standards are considered when reviewing the funding allocations. In January and February, the school's goals are reviewed based on achievement data and are revised as necessary. In April, a newly revised SPSA is aligned with the LCAP goals. This process ensures that the LCAP and the SPSA are correlated, creating a malleable

document referred to as the school's LEA plan. Spending decisions are made according to the achievement of these school goals.

All stakeholders are given the LCAP survey to identify current needs, any gaps in services provided, and commentary/feedback from stakeholders in the development of the LCAP.

The school website is the online center of school information. The website provides current information about the school, admissions, calendar and events, bell schedules, graduation requirements, staff and also provides access to the Parent and Student Portals for Aeries.net, our online student information system. All stakeholders including administrative leaders, teachers, counselors, parents and students access the website to facilitate communication between school and home, get information and announcements regarding school procedures or events, and access student records including grades and attendance.

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable State requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **EMPLOYEE POSITIONS AND QUALIFICATIONS**

#### **ADMINISTRATORS AND OFFICERS**

##### ***Principal/ CEO***

The CEO will have authority to execute and oversee administration of the policies established by the Birmingham Community Charter High School and the Board of Directors. Provide leadership in all aspects of the administration, implementation and compliance of programs and services; manage, observe and consult with Administrative, Certificated and Classified staff.

##### ***Essential Duties and Responsibilities:***

- Report to and be accountable to the Board
- Be responsible for implementation of Board decisions related to the Charter document and perform other duties that may be assigned by the Board
- Attend Board meetings as a non-voting member
- Inform and ensure that the Board of Directors has all necessary information to effectively perform its oversight duties

- Manage the daily operation of the school and work closely with the Board of Directors to execute the long-term, strategic growth of the Charter School and its mission and vision
- Develop and refine strategic goals in collaboration with the Board of Directors, Leadership Team, Bargaining Unit Representatives, and the community to achieve its mission and vision, establish clear benchmarks, and track and measure progress
- Recruit, develop, manage, and retain a high quality and a diverse leadership team
- Supervise, support and manage faculty and staff in all aspects of their work including effective instructional support for faculty; maintain open and collegial relationships with faculty and staff
- Use data consistently to maximize student achievement outcomes and close the achievement gap between sub-groups as identified in the strategic goals
- Promote a culture of high expectations
- Oversee the fiscal health of the school for effective operation and long-term sustainability, including involvement in development and management of the operational budget
- Pursue and procure charter grants and development of adequate revenue sources through diverse funding streams (e.g. Federal, State, local, stakeholders, parents and philanthropic support)
- Ensure the operational integrity of the school including satisfactory and proactive compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and successful charter petition renewal
- Ensure that diversity is a principle and practice that will be articulated throughout the organization which include student demographics, leadership, and organizational policies
- Develop and maintain effective communication with stakeholders including the LAUSD Charter Office, local leadership, school faculty, legal/financial advisors, staff, students, parents, community members, Bargaining Unit Representatives, and other private and public partners
- Represent and advocate for the school at the local and State level including the California charter school community
- Ensure a safe, efficient learning environment through effective management of the organization, operations and resources of the school

Ability to:

- Create and sustain an organizational culture that promotes high standards and expectations
- Influence the instructional program in positive ways
- Foster effective collaboration with staff, students and parents; to respond to diverse community interests and needs; and mobilize community resources
- Utilize effective strategies of communication to ensure a transparent and streamlined process for information flow within, into and out of the school
- Promote the success of the school by acting with integrity, fairness, and in an ethical manner
- Maximize, manage, and allocate financial resources in support of the vision, mission and goals of the charter



- meet Federal and State Standards and charter requirements

*Minimum Qualifications:*

- a. Master's degree
- b. Administrative Services Credential
- c. Teaching credential
- d. Seven years classroom teaching experience

Licenses: Possess a valid California Administrative Services Credential.

***Administrative Directors***

Serves as a member of the Administrative team of the Birmingham Community Charter High School; will provide leadership in the counseling, evaluation and guidance of assigned programs, and personnel under the direction of the Chief Executive Officer. Assists the Chief Executive Officer in performing school management duties required by law, by the rules of the board and by administrative regulations.

*Essential Duties and Responsibilities:*

Provides educational leadership by:

- Building the capacity of teachers to improve teaching and services to students
- Supervising instruction and instructional activities including the use of data to implement improvements in teaching and learning
- Assisting in formulating, interpreting, and implementing the school's administrative policies
- Developing and improving instructional programs and student services, plant management, staff development, and community affairs
- Assisting with review and assessment of the instructional needs of the school; suggests curriculum changes, implements graduation requirements, and shares responsibility for providing instructional leadership in curriculum development and implementation
- Compiling, presenting, and interpreting student and class data necessary to plan the educational program; maintains appropriate record forms
- Assisting with the plan and organization of the master schedule
- Assisting with and/or oversees standardized testing programs, State mandated surveys, and mandated proficiency testing as assigned by the Chief Executive Officer
- Coordinating community resources and serves as a resource person to school personnel; develops programs, provides professional development as required; confers with parents and other members of the community to interpret the school programs
- Assisting in general administration of the total school program including supervision of students and preparation of authorizer, county, State and federal reports and surveys as assigned
- Evaluating the performance of subordinate personnel as assigned
- Other related duties as assigned

Knowledge Of:

- the Education Code, Board and School policies and procedures, and negotiated agreements
- the uses and limitations of standardized tests, and the ability to interpret test results

Ability To:

- organize and direct the activities relating to the school
- understand the principles and practices of school programs as assigned
- interpret school policies and procedures to parents and other members of the community
- provide leadership in professional development activities for certificated and classified personnel
- manage and provide leadership in crisis situations
- efficiently manage high volume work and multiple tasks
- communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- effectively utilize computer technologies, such as email, word processing, and student information system programs
- work effectively with all racial, ethnic, linguistic, and socio-economic groups

*Minimum Qualifications:*

*Required:* A minimum of seven (7) years of responsible educational experience including a minimum of five (5) years in a certificated teaching position and a minimum of two (2) years in a certificated Coordinator, Administrator or comparable leadership position.

*Preferred:* District or secondary school experience as a certificated Coordinator, Administrator or comparable leadership position(s). Experience at the senior high school level. An earned Master's Degree from an accredited institution of higher learning, preferably in education or administration, or closely related field.

Licenses: Possess a valid California Administrative Services Credential

***Chief Business Officer***

The Chief Business Officer reports to the CEO/Principal and is responsible for the organization and administration of the financial and business affairs of the school. The Chief Business Officer supervises purchasing, accounting/finance, human resources, civic center, maintenance and operations, transportation, facilities, food services and information technology. The Chief Business Officer oversees fiscal policy, procedures and operations to ensure that a financial perspective is introduced in all major decision processes.

*Essential Duties and Responsibilities:*

- Organizes systems and processes within the business office to ensure optimum use of District resources and personnel.

- Directs, supervises and evaluates business office, human resources, maintenance and operations, transportation, facilities, food service and information technology staff.
- Ensure that financial Statements are accurate and timely.
- Reviews & present financial Statement package prepared to board/subcommittee on monthly basis.
- Works closely with the CEO on the financial condition of the school.
- Presents financial condition of the school to the Finance Committee, Advisory Committee and the Board of Directors.
- Create balanced budget and ensure transparency with all stakeholders.
- Ensure audit performed by the school's external auditor is done timely and accurately.
- Provides guidance and support in establishing purchasing procedures. Implement procedures on the solicitation, award, and administration of contracts and other acquisition needs.
- Monitor on-going relationship with vendors and prepare annual RFPs or renewal applications.
- Reviews all contracts, agreements, and negotiations for legal form and maintains records covering insurance policies and programs of the school.
- Ensure that the payroll information is accurate to facilitate processing.
- Review and authorize health benefit costs deduction from the schools' account. Annually review and project new employee cost share ratio for health benefits for year.
- Supervise the administration of Tax-Sheltered Annuities and other retirement programs.
- Review and monitor annual school calendars, bell schedule, and class size to ensure compliance with California Education Code and funding requirements.
- Monitor enrollment and attendance projections for variance from schools' budget projections.
- Provides financial and strategic perspective to the negotiations process with employee groups.
- Serves as the school's investment manager and ensures cash flow is adequate for operations.
- Provides information, support and guidance to the Finance committee, Advisory Committee and to other parent/community groups as appropriate.
- Develop and implement internal policies and procedures and monitor quality of delivery of services and overall management operations.
- Other duties as assigned by CEO/Principal

*Minimum Qualifications:*

- Any combination of training/education, and experience equivalent to a graduate degree from an accredited college/university with emphasis on business administration.
- Five years of successful experience in school business, comparable private sector experience, or related school operations.
- Exemplary communication skills and demonstrated ability to write and present orally clear and concise management, finance and related reports.
- Strong interpersonal skills demonstrated by the ability to establish and maintain effective relationships with people both inside and outside of the school.
- A knowledge of applicable State laws, codes, regulations, policies and procedures.

## **CERTIFICATED FACULTY**

### ***Teachers***

Under the direction of the School Site Administrator the classroom teacher is responsible for the education of assigned students and will create a flexible program and class environment favorable for learning and personal growth.

#### *Essential Duties and Responsibilities:*

- Maintain and enrich their expertise in the subject area they will teach
- Develop lesson plans that ensure the attainment of State learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Collaborate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Provide direct and indirect instruction
- Execute long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments
- Evaluate student's progress
- Prepare at least quarterly individual student achievement reports for parents
- Provide an inviting, exciting, innovative learning environment
- Engage in effective and appropriate classroom management
- Accept and incorporate feedback and coaching from administrative staff
- Serve as an advisor to students, including organizing advisory groups, overseeing the academic and behavioral progress
- Incorporate technology into the classroom to enhance and support student instruction
- Perform other duties as assigned and deemed appropriate by the Site Administrator/Principal

#### *Minimum Qualifications:*

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, graduate, undergraduate major or minor
- Degree in the subject they will teach or direct subject-area teaching experience
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school-age children
- Demonstrated ability to work with diverse groups of children, including those with special needs
- Teaching experience in a public or private school, preferably in an urban setting
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to evaluate tests and measurements of achievement

- Demonstrated willingness to be held accountable for student results

*Required:* An earned Bachelor's degree from an accredited institution of higher learning.

Licenses: Possess a valid California Teaching Credential

### ***Counselors***

Under the direction of the Administrative Director of Student Counseling Services, all Counselors are responsible for the educational advisement of assigned students leading to the fulfillment of graduation requirements that will prepare all students for career and college. As necessary the counselor will promote a favorable environment that will also promote learning and personal growth for all students.

#### *Essential Duties and Responsibilities:*

- Use all available data and programs to place all students into academically appropriate and rigorous classes that will prepare them to meet all graduation and A-G requirements as well as proficiency in core subjects
- Understand the RTI model, English Learner requirements and Special Education placements according to the students IEP
- Participate in various multidisciplinary teams including but not limited to Student Success Team (SST), Student Attendance Review Board (SARB), Individual Education Plan (IEP) and Crisis Teams
- Act as the Administrative Designee as needed for scheduled IEP's
- Collaborate and works with the Administration Team and Grade level leads so that academic and social protocol is consistent
- Accept and incorporates feedback and coaching from the administrative staff
- Provide individual and group counseling to guide students in the areas of academics, socio-emotional needs, and career
- Meet at least once a year with each student within the grade level
- Develop and maintain an Individual Graduation Plan which will be documented in Aeries
- Perform a quarterly check of all students that are failing one or more classes
- Meet with students will involve an attendance, discipline and grade check
- Document meetings and any interventions in the student information system (Aeries) so that a record can be kept of all contacts
- Maintain accurate records documenting student progress towards graduation
- Communicate with parents/guardians regarding the student's progress, standardized test results, attendance, and discipline issues as documented in Aeries
- Monitor potential drop-outs and refers students to alternative educational agencies when deemed appropriate
- Collaborate with the grade level clerical staff and deans to identify those students with poor attendance and behavior issues

- Contact with the parent or guardian and document in Aeries any interventions or reasons for student absence
- Assist in the development of the master schedule for the school site
- Develop programs, including the delivery of guidance lessons to address student attitudes, understanding of self and others, personal health and safety, communication skills peer relationships, goal-setting/decision making , conflict resolution, career awareness, college preparation and post-secondary planning
- Collaborate with College and Career counselor(s) to increase A-G completion rate, university/college admission rate and promote a college going culture and awareness
- Participate in school sponsored college/career fair(s) to promote college going culture and awareness
- Assist in the implementation of College and Career software (e.g. Naviance) to monitor student progress towards college and career readiness
- Perform other duties as assigned and deemed appropriate

Knowledge Of:

- Principles, standards, practices, strategies, and techniques of providing career advise
- Strategies to assist academically at risk students
- Diverse academic, socioeconomic, cultural and ethnic background of the local area at risk students
- Current rules surrounding the regulatory systems of the CTE
- Basic budget preparation and control
- Print and online resource concerning career education, occupational trends and changing employment opportunities

Ability To:

- Plan, organize, coordinate and implement the educational services and training activities to enhance academically at risk student's learning and achievement
- Prepare and deliver oral presentations
- Develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject or instructional area
- Demonstrate oral and written communication skills
- Demonstrate strong Interpersonal skills including tact, patience, and empathy
- Operate a computer and assigned software including word, excel and power point.

*Minimum Qualifications:*

*Required:* An earned Master's degree from an accredited institution of higher learning.

*Preferred:* Three years in counseling or related field preferred.

Licenses: Possess a valid California Pupil Personnel Services (PPS) Credential.

## **CLASSIFIED STAFF**

### ***Instructional***

Under the direction of an assigned supervisor, provide support and assistance to classroom teachers in the development and implementation of behavioral interventions, related plans, and strategies for students with behavioral issues; participate in the implementation of individualized treatment plans to meet the behavioral and socio-emotional needs of identified students.

#### ***Essential Duties and Responsibilities:***

- Provide support and assistance to classroom teachers in the development and implementation of behavioral interventions, related plans, and strategies for students with behavioral issues
- When not assigned to a specific student or under the direction of a supervisor, assume the duties of a classroom paraprofessional by assisting teachers in implementing lessons or portions of lessons to a student or a group of students, checking the accuracy of work, and presenting additional assignments as directed by a teacher.
- Confer with faculty and staff concerning student behavior, interventions and instructional activities
- Assist in assuring educational programs meet the intensive and changing needs of students
- Observe and support the behavior of students in the classroom according to approved policies and procedures as directed; encourage peer awareness and social interaction through play and group projects
- Implement behavior support plans and behavior intervention plans
- Collect behavioral data under the supervision of certificated staff
- Assist students with classroom assignments, homework and projects in various subject areas as required; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance
- Assist students with personal hygiene including changing diapers, and washing hands and face after play and eating activities
- Assist in the prevention and de-escalation of student crises; maintain classroom safety during crisis situations utilizing appropriate classroom behavior control techniques

#### **Knowledge of:**

- Principles, practices, procedures and techniques involved in the development and implementation of behavioral interventions and related plans and strategies
- Student guidance principles and practices related to students with behavior issues
- Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.
- Techniques for controlling aggressive behavior
- Child growth and development
- Correct English usage, grammar, spelling, punctuation and vocabulary.

- Problems and concerns of students with special needs
- Classroom procedures and appropriate student conduct
- Safe practices in classroom activities
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Record-keeping and report preparation techniques

Ability to:

- Provide support and assistance to classroom teachers in the development and implementation of behavioral interventions and related plans and strategies for students with behavioral issues
- Participate in the implementation of individualized treatment plans to meet the behavioral and socio-emotional needs of identified students
- Observe and control behavior of students in the classroom according to approved policies and procedures as directed
- Learn, interpret, apply and explain laws, codes, rules, regulations, policies and procedures
- Monitor and assist with the adjustment of behavior intervention activities in response to student needs, behavioral problems and progress
- Understand and relate to students with special needs
- Demonstrate an understanding, patient and receptive attitude towards students with an emotional disturbance, autism, AD/HD, or other behavior related disorder.
- Monitor, observe and report student behavior and progress
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Determine appropriate action within clearly defined guidelines
- Meet schedules and time lines
- Work independently with little direction
- Operate a variety of office equipment including a computer and assigned software

*Minimum Qualifications:*

- Graduation from high school or evidence of equivalent educational proficiency
- Graduation from an accredited four-year college or university with a Bachelors' degree in education, special needs development, child psychology or a closely related field.

***Non-Instructional***

Under the direction of the CEO/Principal or designee, perform a variety of diversified and complex clerical duties requiring a working knowledge of specialized subject matter, programs and functions (e.g., ensure scheduling of substitutes; attend board meetings to take minutes and prepare final minutes for next board agenda); greet and assist parents, students, staff and visitors; exercise judgment and initiative to complete critical tasks within time frames.



*Essential Duties and Responsibilities:*

- Perform a variety of diverse, moderate to complex clerical duties related to, for example, scheduling substitutes, taking and preparing minutes, assisting students, parents, teachers
- Oversee daily teacher substitutes by: maintaining and updating sub folders, logs and payroll information; ensuring availability of emergency lesson plans, keys and other needed materials and supplies daily; preparing paperwork, copies for assignments; communicating with staffing agency regarding sub needs, performances; verifying sub hours on a weekly basis
- Prepare, organize and maintain school records as needed
- Prepare reports and/or presentation materials as needed
- Participate in a variety of special projects as assigned such as assisting in coordination of faculty events/ celebrations
- Assist parents, teachers, students, staff at counter and on phone, responding to a variety of inquiries, providing information in a tactful and courteous manner and directing them to the right office or person
- Maintaining positive public relations and customer service
- Answer phones and professionally greets callers, taking and distributing phone messages timely and accurately
- Communicate with other departments, staff and outside organizations to exchange information and resolve issues or concerns related to assigned activities; prepare and coordinate schedules and calendars as directed
- Assist in the collection of data required for the preparation of reports for a variety of entities
- Prepare letters, forms, memoranda, bulletins, reports, flyers or other materials and routine correspondence from detailed or rough copy or general directions; proofread completed typing assignments; copy materials
- Receive, sort and distribute mail; coordinate mailings, copying and faxing; prepare and distribute informational packets and bulk mailings as directed
- Act as base responder for all radio communication
- Act as responder for fire alarm, radio communication and communication with monitoring company by calling false alarms and putting alarm on test mode
- Assist with students in health office as needed
- Revise school documents as needed
- Maintain all office equipment and monitor inventory levels of office supplies and materials; order, receive, and distribute office supplies and equipment
- Oversee student office workers as needed
- Provide translation verbally and written in a second language as needed
- Assist in providing support to other offices as needed
- Perform related duties as assigned

Knowledge Of:

- Operation of a computer and assigned software
- Modern office procedures and equipment
- Record keeping and report preparation
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills
- Telephone techniques and etiquette
- Basic data and information gathering methods including web browsing techniques
- Basic arithmetic
- Interpersonal skills using tact, patience and courtesy
- Organization operations, policies and objectives

Ability To:

- Multi-task and complete work with many interruptions
- Organize files, keep accurate records
- Effectively utilize a computer for word processing, spreadsheets, databases, internet and Email, to input, edit, extract, and format data and information
- Type accurately and rapidly using a computer keyboard
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with adults and students
- Operate standard office equipment including a computer and assigned software
- Meet schedules and timelines
- Perform filing, typing, duplicating and maintaining records
- Work confidentially with discretions
- Understand, interpret and apply pertinent rules, guidelines and procedures
- Receive, sort and distribute mail
- Answer telephones and greet the public courteously

*Minimum Qualifications:*

- Graduation from high school or evidence of equivalent educational proficiency.
- An Associate of Arts degree from a recognized college or 60 semester or equivalent quarter units from a recognized college or university preferred. Courses in Microsoft Office, office practices and procedures, business arithmetic, and business English are preferred.
- Minimum of three years of previous clerical office experience.



## **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, State, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter

School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and State legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **CUSTODIAN(S) OF RECORDS**

Per the California Department of Justice requirements, the Custodian(s) of Records is:  
The Human Resources Manager and the CEO/Principal.

## **STUDENT HEALTH AND WELLNESS**

Ensuring students' health and wellness is a priority that BCCHS takes very seriously. BCCHS ensures the safety and wellness of our students and our school by ensuring a safe and positive learning environment, complying with all staff annual training and protocols regarding student welfare, and frequently reviewing and updating school safety procedures and drills. Staff and faculty annually complete training as Mandated Reporters, Sexual Harassment, Suicide Prevention, and Blood Borne Pathogens, and Uniform Complaint Procedures. Students engage in annual safety drills including fire, earthquake and lockdown procedures. The BCCHS leadership team together with faculty also regularly review and update the School Safety Plan and Suicide Prevention Policy.

BCCHS annually evaluates the quality of services to provide students with a positive school environment that promotes student health through the California Healthy Kids Survey, the LCAP survey and the School Climate survey. BCCHS embeds student welfare in the structure of the school and in school policy; the shift to grade-level academies reflects the priority to develop increased personalization and continuity for students. Additionally, the BCCHS Governing Board adopted a school wellness policy to ensure BCCHS provides healthy meals and snacks to students and conforms to nutritional guidelines that support student health.

To support the socio-emotional health of students, BCCHS has increased student support systems and personnel which include 10 academic counselors (2 per grade and a full time career and college counselor), a school psychologist, 2 social workers who provide individual counseling and support groups for students and partner organizations who provide more intense intervention and support for students who need it.

As a Title 1 school with 87.7% of students qualifying for free/reduced lunches, we provide these students with both breakfast and lunch to ensure their health and wellness. In response to the California Healthy Kids Hunger Free Act of 2010, we employ a designated nutrition coordinator

who oversees the annual application for school lunch, inclusive of breakfast, to ensure students have access to nutritious meals and services related to having a socio-economic disadvantage. We also have a Title 3 coordinator who advocates for and monitors foster and homeless students to ensure they have supports needed to maintain health and wellness and achieve academic progress. Supports also include additional tutoring, discounted AP exams, specialized intervention services and monitoring.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Latino 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 throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

### **COURT-ORDERED INTEGRATION**

BCCHS will make every effort to recruit students of various racial and ethnic groups to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio that is reflective of the general population residing within the community of Lake Balboa of the sponsoring school district. However, given that BCCHS enrollment is currently comprised of approximately 84% Latino students, it will remain a challenge. According to the 2016 LA Times Mapping Los Angeles research and reporting project, <http://maps.latimes.com/neighborhoods/ethnicity/white/neighborhood/list/>), approximately 50% of residents living in Lake Balboa are White/ Caucasian. Attracting these families from our local neighborhood continues to be a priority.

Throughout the school year and well in advance of the subsequent fall semester, BCCHS publicizes several recruitment events and open house information nights for prospective students. Open enrollment information days generally take place in both December and March. The date for Open Enrollment days for the 2019-2020 school year are: December 7, 2019 and March 21, 2020. The school publicizes and conducts informational meetings to inform all segments of the community about BCCHS’s educational program and support services. Administrative and student leaders attend recruitment nights at area middle schools as well as create marketing materials and videos for display on our website, at recruitment events and open enrollment days.



Banners are displayed around the Charter School and along the main thoroughfares of Victory and Balboa Boulevard. The school also publicizes open enrollment and educational program information in local publications such as the Daily News Focus on Education section and on the school website. All written and oral communication is presented in English and Spanish (the home language of a majority of current English Learners enrolled at BCCHS) and other languages as necessary.

Additionally, postcards inviting community members to events and tours of the school are mailed in the spring to the surrounding communities of Lake Balboa, Van Nuys, Encino, Tarzana, and Northridge, among others. BCCHS is also working on enhancing relationships with feeder middle schools to attract families that will assist in meeting the racial and ethnic balance.



## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal 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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and State laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **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, Section 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.

**In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.**

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, immigration status, 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.

### **ADMISSION REQUIREMENTS**

Students who wish to enroll at BCCHS must complete an enrollment and registration packet in order to be considered for enrollment. Currently enrolled returning students and students residing within the former residential boundaries of Birmingham Senior High School have priority to enroll in BCCHS and are not required to enter the enrollment lottery. Students residing outside the attendance boundaries for BCCHS will be entered into the open enrollment lottery which takes place in April.

### **STUDENT RECRUITMENT**

Throughout the school year and well in advance of the subsequent fall semester, BCCHS publicizes several recruitment events and open house information nights for prospective students. Open enrollment information days generally take place in both December and March. The school publicizes and conducts informational meetings to inform all segments of the community about BCCHS's educational program and support services. Administrative and student leaders attend recruitment nights at area middle schools as well as create marketing materials and videos for display on our website, at recruitment events and open enrollment days. Banners are displayed around the Charter School and along the main thoroughfares of Victory and Balboa Boulevard. The school also publicizes open enrollment and educational program information in local publications such as the Daily News Focus on Education section and on the school website. All written and oral communication is presented in English and Spanish (the home language of a majority of current English Learners enrolled at BCCHS) and other languages as necessary.

Additionally, recruitment efforts are made to the surrounding communities of Lake Balboa, Van Nuys, Encino, Tarzana, and Northridge, among others, in the spring to announce enrollment procedures. BCCHS is developing positive relationships with area feeder middle schools. Through outreach events at area middle schools and open enrollment days on site at BCCHS, we recruit students of all backgrounds and abilities, including students with a history of low academic performance, socioeconomically disadvantaged students and students with disabilities. There are no academic requirements, tests or qualifications students must demonstrate in order to apply for enrollment at BCCHS. BCCHS provides a comprehensive educational program and facility that attracts students of all backgrounds, abilities, aptitudes and interests including: extracurricular clubs and activities, competitive athletic programs, and career-pathways. Our vast support systems and diverse programmatic offerings including after-

school tutoring, abundant course offerings, and support personnel, inherently attract students who have traditionally been underperforming or come from socioeconomically disadvantaged backgrounds. BCCHS attracts and recruits students who desire to participate in the abundant opportunities our school provides with which they may not have previously been able to participate. Our programs also attract higher achieving students who seek to participate in a wide array of honors/AP and college-level courses via our SAS, AP, dual and concurrent college course enrollment programs.

### **LOTTERY PREFERENCES AND PROCEDURES**

Students residing in the residential boundaries for BCCHS do not have to apply for the lottery.

For students residing outside the residential boundaries, BCCHS gives enrollment preference as follows:

1. Siblings of BCCHS students
2. Employees' children not to exceed 10% of total enrollment
3. Residents of LAUSD.

### **PUBLIC RANDOM DRAWING**

Existing students are exempt from the public random drawing. The public random drawing takes place on a timeline generally adhering to the LAUSD Open Enrollment calendar. Applications are received beginning in Fall semester; the public random drawing takes place within two weeks of the application closing window. Each year, specific information regarding the dates for open enrollment and a random public drawing (if necessary) is shared with LAUSD and with the community through the school website, postcard mailings, marquee announcements, banners on heavily trafficked areas surrounding the school campus, and letters sent home to existing students. After all available enrollment space has been filled via the public random drawing, students remaining are placed on a waiting list in the order in which their names are drawn during the public random drawing. Parents will be notified as space becomes available.

### **LOTTERY PROCEDURES AND TIMELINE**

In accordance with California State Education Code 47605(d)(2), in the event there are more applicants than available space, attendance, except for existing pupils of the Charter School shall be determined by a public random drawing.

The Charter School will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. The Charter School will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail, on the website and banners/fliers in the community and campus surround at least two weeks prior to the lottery date. The Charter School will choose a date and time for the lottery so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. A

waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. Students on the waiting list will be notified by phone immediately if space becomes available, and upon accepting the available space, they will have two weeks to obtain and return the completed enrollment packet. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be offered to the next student on the waiting list. BCCHS will maintain auditable records of the above activities including a log of phone calls and dates made with the verbal acceptance or decline notation and date enrollment forms were completed and returned to BCCHS.

The Charter School determines its open enrollment and lottery dates every year before school starts.

1. Notification about BCCHS informational meetings are sent to prospective families of 8<sup>th</sup> grade students each year.
2. Informational meetings for interested families are held in the fall and early spring semester.
3. Open enrollment is available to interested students from the date applications become available until the lottery.
4. If a lottery is deemed necessary, it is held in Spring Semester.
5. Letters to students admitted from the lottery are sent within two weeks of the lottery.

BCCHS will hold the lottery in accordance with all applicable laws and requirements. The lottery will be witnessed by administrative staff at the school site to ensure that lottery procedures are fairly executed. BCCHS will also notify LAUSD representatives regarding the lottery procedures. .

## Element 9 – Annual Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable State and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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 Charter School’s Calendar
- h. Statistical Report – monthly according to Charter 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**

An ad hoc Audit Committee comprised of: the Chief Business Officer, the CEO/Principal, and two members of the Board of Directors, is responsible for contracting with an independent auditor to conduct the required annual financial audit. The BCCHS Governing Board approves the final contract with the independent auditor.

The Chief Business Officer together with the Business Office Fiscal Staff is responsible for working with the independent auditor to complete the audit.

The school will ensure that the selected independent auditor is on the California State Controller’s list of auditors approved to conduct charter school audits by contacting the Office of the State Controller. The status of the selected independent auditor as approved by the California State Controller’s office is highlighted in the initial Engagement Letter.

The process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions is that the Chief Business Officer and the Business Office Fiscal Staff will work together with auditors to remedy any concerns. The Chief Business Officer is responsible for administering this process. This process may involve providing additional information and documentation as requested; aligning documentation, procedures, and processes to approved business and financial standard operating procedures; updating information; providing clarification for any findings; answering questions; and implementing new policies and procedures to address and resolve any deficiencies, findings, material weaknesses and/or audit exceptions.

The Chief Business Officer and Business Office Fiscal Staff are responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.



## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

Notwithstanding and apart from 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 section 49068 (a) and (b).

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

*Per changes to EC 47605 by AB 1360 effective 1/1/18, the description of discipline procedures in the petition shall: Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action.*

### **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

BCCHS is taking a multifaceted approach to provide additional support for students' socio-emotional needs. BCCHS has hired additional support personnel and initiated a formalized PBIS process to remove barriers to learning at the program level school-wide and within each classroom. School personnel use a system of tiered interventions, progressive discipline and

restorative practices to support students' needs and employ alternatives to suspension and expulsion before those are utilized as a last resort.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of action. In instances where a pupil is deemed to be a threat to the safety of others as a result of committing one of the enumerated suspendable /expellable offenses, suspension and expulsion procedures will be followed to ensure the immediate safety of the pupil and others.

The BCCHS Student Discipline Policy, which includes the Pupil Suspension and Expulsion Policy, is aligned with LAUSD Discipline Policy and has been established in order to promote learning and protect the safety and wellbeing of all students at BCCHS. When the BCCHS Student Discipline Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The BCCHS Discipline Policy shall explain and define BCCHS's policy and procedures for student suspension and expulsion, and it may be amended to comport with legal requirements in compliance with LAUSD guidelines applicable to material revisions to the Charter.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The BCCHS Discipline Policy will clearly describe discipline expectations, and is made available to students and parents upon enrollment in BCCHS, in the Parent and Student Handbook, to students in informational sessions conducted by the BCCHS deans in all classrooms at the beginning of the year, and upon request.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

BCCHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state the Policy for discipline shall be available upon request.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom BCCHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and State law mandates additional or different procedures. BCCHS will follow all applicable federal and State laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom BCCHS has a basis of

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. BCCHS staff will also work collaboratively and proactively with the case carrier of students with IEPs to determine if behavior is resulting from the identified disability and determine additional steps to assist and support the specific needs of the student.

## **DEFINITIONS**

- a. **Suspension:** Removal of a student from ongoing instruction for adjustment purposes. A student may be suspended from one class or all classes and still remain in school during the period of suspension if the student is appropriately supervised and instructed.
- b. **Progressive Discipline:** Consequences that are identified in the discipline rubric in every Parent-Student Handbook as appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct.
- c. **Chief Executive Officer or designee:** The Chief Executive Officer is responsible for supervising all school operations, including discipline of students. The Chief Executive Officer may designate and specify in writing, any one or more administrators or the dean(s) at the school as a “designee” to assist in any disciplinary procedures in the event that the Chief Executive Officer is not available to complete items required within Element 10. The name(s) of the designee(s) shall be kept on file in the Chief Executive Officer’s office.
- d. **Administrative Director:** An Administrative Director may serve as the CEO/Principal designee who may be responsible for overseeing the discipline process.
- e. **Parent:** The term “parent” shall refer to the student’s parent, legal guardian, or other adult holding educational rights.

## **School-wide Positive Behavior Intervention and Support**

BCCHS has implemented a Positive Behavior Intervention and Supports (PBIS) initiative with Respect Empathy Accountability Compassion Honesty (REACH) goals and Tier 1 supports for students in an effort to meet students’ needs and stem at-risk behavior. BCCHS increased support staff to include a PSA counselor to help with chronic absenteeism and 2 social workers who handle crisis intervention targeting at-risk students and referrals to outside service providers. The support staff also includes a school psychologist and another psychologist assigned for Designated Instructional Service to support students with disabilities and the IEP process. These measures continue to ensure the campus is safe, students feel supported, and students have access to the resources they need to be successful.

The matrix below delineates behavioral expectations with regard to REACH goals throughout the campus and school day.

## **Alternatives to Suspension and Progressive Discipline**

Discipline includes, but is not limited to, advising and counseling pupils, conferring with parents/guardians, detention during and after school hours. One innovative change to the BCCHS school infrastructure is the implementation of Grade Level Academies. Grade Level Academies have been created to promote personalization between school personnel and students to meet their specific needs each year of learning. Within these academies, counselors, deans, administrators and academy teachers move up with students to their new grade level each year. This increases student access to systems of support and improves advocacy for every student so that student concerns and challenges may be addressed early and often. For Non-Mandatory Expulsion offenses, the Charter School shall use progressive discipline options rather than issuing a suspension. These options include, but are not limited to, the following:

- a. Counseling;
- b. Community Service;
- c. Establishing positive behavior support plan specific to the student that provides supports for identified behavior difficulties and behavior monitoring;
- d. Alternative programming, such as changes in the student's schedule, classes or course content;
- e. Supplemental Education, including courses or modules on topics related to socio-emotional behavior, used as a disciplinary consequence;
- f. Parent Supervision in School, whereby, consistent with the Charter School's visitation policies, a parent comes to school and provides additional support and observes the student in his or her classes for a period or for the full school day; and/or
- g. In-school alternatives, such as academic tutoring and instruction related to the student's behavior, or support in the development of socio-emotional skills.

### **Restorative Justice Practices**

Administration, faculty, counselors and school support personnel including deans, school psychologists and social workers utilize restorative justice practices to support students and take historical or contextual information into account when working toward resolution of conflicts or behavioral issues with and among students. Restorative practices currently being utilized at BCCHS include:

- Positive Behavior and Intervention Supports training and professional development in Tier 1 school-wide strategies to be implemented in the classroom, in offices and at all levels of the educational program.
- Developing programs and initiatives at the school site that respond to the needs of the community
- Building healthy relationships between students and faculty
- Reducing preventing and improving conditions to deter potentially harmful situations and issues for and among students
- Addressing conflict early and often and resolving it through modeling, counseling and support mechanisms such as additional mental health personnel and support groups

- Utilizing student advocacy partnerships to address and repair harm and restore positive relationship (e.g. Village Nation)

### **Monitoring Student Behavior**

The BCCHS Discipline policy is developed and reviewed by the Student Services Committee and approved by the BCCHS Governing Board. School personnel are annually informed regarding BCCHS Discipline policies at school wide professional development meetings both during pupil free days prior to the start of school and at staff development trainings in PBIS throughout the school year. Student behavior is tracked and monitored through an ongoing basis using the Student Information System, Aeries. Administrators, teachers, counselors, deans and other support personnel including mental health support personnel record behavioral incidents and events as well as contacts and meetings with students to identify behavioral challenges, conflicts and concerns and work toward resolving issues with appropriate and timely responses and restorative practices including PBIS Tier 1 interventions. School administration and leadership review discipline data from our Student Information System on a monthly basis to identify students, subgroups, and systemic areas of challenge to develop proactive approaches to discipline and stem suspension events.

### **SUSPENSION FROM CLASS BY TEACHER**

A teacher may suspend a student from class for any of the acts enumerated in the BCCHS Discipline Policy for a class period and for the following day.

#### **a. Procedures**

The teacher shall immediately report the suspension to the CEO/Principal or designee and send the student to the CEO/Principal or designee for appropriate action, which may include suspension from school or other disciplinary measures. Removal of a student from a particular class shall not occur more than once every five (5) school days. For students who receive special education services, refer to the procedures stipulated in this charter petition. The same protections apply.

Prior to the close of the school day, an Administrative Director, or designee shall notify parents of the class suspension and provide the parent with follow up information for a conference with the teacher and/or Administrative Director or designee.

The teacher shall confirm by telephone with the parent the date and time of the conference, as requested on the Class Suspension Notice, to discuss the reason(s) for the suspension.

A student suspended from a class shall not be placed in another regular class during the period of suspension; rather, the student shall remain in a supervised designated location: either a grade-level academy office, the dean's office, an Administrative Director's office, or counseling office as assigned and supervised by the certificated personnel in that office. The student must attend all other classes from which he or she was not suspended.

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the Administrative Director or designee and the teacher who imposed the suspension.

A teacher must provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return. Students with disabilities will be provided with supports and services as outlined in their IEP.

**b. Teacher Requested Class visit**

A teacher may request that the student's parent attend a portion of the class from which the student was suspended if the suspension was issued for committing an obscene act/engaging in habitual profanity or vulgarity.

The intent is to make class visits a positive experience that may enhance and encourage collaboration between the parent and school personnel. This procedure applies only to the parent who is actually living with the student. The class visit is not meant to replace the teacher-parent conference but, rather, to be a productive adjunct to it. Following a visit to the classroom, the parent is required to meet with the Administrative Director or designee before leaving the school site.

- a. A teacher who plans to make this request shall clearly inform all parents of his/her students, in advance, of the details of the implementation. Furthermore, the teacher shall use his or her authority uniformly among all students.
- b. Upon receipt of the necessary information from the teacher, the Administrative Director or designee shall prepare a written notice stating that the parent's attendance is required pursuant to E.C. section 48900.1 and mail the letter, along with the Class Suspension Notice to the parent.
- c. To initiate a classroom visit, the teacher shall indicate on the Notice to Parents one of the two specified reasons cited under this law, and in the space provided for comments, indicate "class visit by parent - requested by teacher," and State the date, time, and duration of the anticipated visit (thirty minutes to one hour in the class is suggested).

When implementing the procedures described in E.C. section 48900.1, it is important that the intent of the Legislature be observed:

- a. The teacher shall inform parents of counseling and other available resources within the school and the community that may assist the parent and the student.
- b. If possible, the teacher shall schedule the class visit on the same day as the parent conference and hold the conference before the class visit. The conference may then be used, in part, to develop a better understanding between teacher and parent as to the purpose and anticipated benefit of the visit.



## **IN-SCHOOL SUSPENSION**

In-school suspension allows the Charter School to:

- a. Remove the student from general student body
- b. Consider student as being present for ADA purposes
- c. Reduce the number of out-of-school suspensions

Students serving an in-school suspension may be assigned by the Administrative Director or designee to a designated location for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff.

Students who (1) caused, attempted to cause, threatened to cause, or participated in an act of hate violence; (2) engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; and/or (3) made terrorist threats against school officials or school property, or both must be assigned to out of school suspension. In addition, if an action to expel the student will be or has been initiated, an in-school suspension is not permitted in lieu of a suspension from school by the Administrative Director or designee.

## **GROUNDS FOR SUSPENSIONS AND EXPULSIONS**

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus;
- d. during, going to, or coming from a school-sponsored activity.
- e. while on or off school grounds via an electronic act as defined in item v. of the enumerated offenses below

## **MANDATORY SUSPENDABLE OFFENSES**

Students must be suspended for the following acts when it is determined the student:

- a. used or consumed alcohol, drugs or tobacco
- b. engaged in fighting
- c. Caused, attempted to cause, or threatened to cause physical injury to another person.
- d. Willfully used force of violence upon the person of another, except self-defense.
- e. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.

- f. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- g. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- h. Committed or attempted to commit robbery or extortion.
- i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- j. Committed an obscene act or engaged in habitual profanity or vulgarity.
- k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any Statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the Statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Engaged in an act of bullying. For purposes of this subdivision, “bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property; (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health; (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. “Electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

## **ENUMERATED OFFENSES**

- t. Students may be suspended or expelled for any of the following acts when it is determined the student:
  - a. Caused or attempted to cause damage to school property or private property.
  - b. Stole or attempted to steal school property or private property.
  - c. Knowingly received stolen school property or private property.
  - d. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially

recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Mandatory Expellable Offenses with No Administrative Discretion**

The Chief Executive Officer or designee shall immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

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

### **Expellable Offenses Subject to Limited Administrative Discretion**

The Chief Executive Officer or designee shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Chief Executive Officer or designee also determines that expulsion is inappropriate due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, except for the first offense for possession of not more than one ounce of marijuana.
- d. Robbery or extortion.
- e. Assault or battery upon any school employee.

NOTE: Serious physical injury is defined as “an injury that requires substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of function of a bodily member, organ, or mental faculty.”

### **Additional Findings Required for Non-Mandatory Offenses**

For any offense that is not a mandatory expellable offense, in addition to the finding that the student committed the offense, to expel the student, the governing board must also make one of the following findings:

- a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Therefore, the Chief Executive Officer or designee who makes the expulsion recommendation is responsible for providing the Expulsion Panel or Governing Board with additional evidence that will support one or both of the additional findings, in addition to evidence substantiating the allegation that is the immediate cause of the expulsion recommendation. In the event the Chief Executive Officer or designee does not provide sufficient facts or information to support at least one additional finding, the student may not be expelled.

## **OUT-OF-SCHOOL SUSPENSION PROCEDURES**

### **SUSPENSION FROM SCHOOL FOR ONE OR MORE SCHOOL DAYS**

#### **a. Informal Conference with the Student**

BCCHS strives to be proactive and to implement interventions at the earliest sign that a student's behavior is impeding his or her learning. When student misconduct requires disciplinary action, the CEO/Principal or designee shall conduct an informal conference with the student. At this conference, the student shall be informed of the reason(s) for the disciplinary action and shall be given the opportunity to present facts and evidence in his or her defense. In addition, the CEO/Principal or designee should encourage the student to write a statement concerning the alleged misconduct and to sign and date it.

#### **b. Suspension Conference with the Parent**

If suspension is necessary, the Administrative Director or designee shall notify the parent, remind the parent that suspension is a disciplinary action, and schedule a parent conference. The Administrative Director or designee shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

Note: No student shall be penalized for his or her parent's failure to attend a conference with a school official. The return of a suspended student shall not be contingent upon attendance by the student's parent at the school conference.

#### **c. Emergency Situation**

The Administrative Director or designee may suspend a student without holding an informal conference only if an emergency situation exists. The term "emergency situation" means that the Administrative Director or designee has determined that the immediate conditions constitute a

clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the Administrative Director or designee shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than 2 school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

#### **d. Notice to Parents/Guardians**

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

#### **e. Releasing the Student from School**

When a student is suspended from school, the student shall not be released from school before the end of the student's school day unless the parent picks up the student, or authorizes in writing (e.g., emergency card) another adult to do so. Authorization by phone is no longer permitted.

#### **f. Suspension Time Limits**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The number of days for which a student in general education, including any student being served under Section 504, may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case, the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

A student with an IEP may not be suspended for more than 10 days.

BCCHS will provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return.

### **EXPULSION PROCEDURES**

Expulsions must be processed in accordance with this policy and in accordance with generally accepted principles of due process.

#### **a. Pre-Expulsion Conference**

In furtherance of these principles, a decision to recommend expulsion may not be made until after the Administrative Director or designee has concluded a pre-expulsion conference with the parent. The student may also be present, unless the Administrative Director or designee determines the student's presence on campus would cause a disruption or be a danger to the student or others. At the conclusion of the conference, if the Administrative Director or designee determines not to recommend expulsion, the student will complete the suspension and then be returned to his/her educational program.

The Administrative Director or designee shall make every reasonable effort to contact the family, including by phone and by mail, to schedule the pre-expulsion conference. The Administrative Director or designee shall conduct the conference and arrange for a second school official to be present as a witness. At the conference, the Administrative Director or designee shall:

- a. Inform the student and the parent of each applicable charge.
- b. Provide the student and the parent with the opportunity to discuss the allegation(s).
- c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
- d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent.
- e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
- f. Explain the expulsion procedure and the process for Expulsion Recommendation and Referral, as set forth within Element 10, including the process for an interim placement should the Chief Executive Officer or designee recommend expulsion.
- g. If student and parent do not attend the pre-expulsion conference, the Administrative Director or designee shall:
  1. Exercise all due diligence to reschedule the conference within a reasonable period of time and document the details of each attempt.
  2. Carefully review all information and documents gathered from the investigation of the alleged misconduct and meet with other administrators, staff, and witnesses, as needed.
  3. If expulsion is warranted, proceed with the expulsion recommendation.
  4. Mail to the parent's last known address copies of Element 10 of the Charter.
- h. At the CEO/Principal or designee's discretion, the suspension and pre-expulsion conferences may be combined and held as one.
- i. When the implicated person is a student who has an IEP or a 504 Plan, the manifestation determination IEP or Section 504 Link Determination Meeting must be held prior to the pre-expulsion conference.

## **b. Expulsion Recommendation and Referral**

For mandatory expulsion offenses, the CEO/Principal or designee must make a recommendation for expulsion.

For all non-mandatory expulsion offenses, the CEO/Principal or designee shall make a recommendation based upon either of the following determinations: (1) the pupil's presence will be disruptive to the education process; or (2) the pupil poses a threat or danger to others. Upon either determination, the CEO/Principal's designee will give notice of his or her decision to the CEO/Principal. If the CEO/Principal or designee does not recommend the student for expulsion, the student will complete the suspension and then be returned to his/her educational program.

For all expulsions, the CEO/Principal will review the recommendation for expulsion. If in agreement, the CEO/Principal will extend the pupil's suspension pending the results of an expulsion hearing, and provide parents with written notice of the extended suspension and recommendation for expulsion.

When a student is recommended for expulsion, the CEO/Principal or designee shall provide the student with an educational plan that explains the interim placement during the time period prior to the expulsion hearing. Students that pose an imminent danger to others will be placed in order to ensure their safety and the safety of others.

## **THE EXPULSION HEARING**

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Expulsion Review Panel to be assigned by the Governing Board as needed. The Expulsion Review Panel should consist of at least three nonpartisan members who are certificated and neither a teacher of the pupil or a member of the Governing Board. The Expulsion Review Panel may recommend expulsion of any student found to have committed an expellable offense, so long as it makes all necessary findings required by this Policy.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrative Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

### **a. Written Notice of Hearing**



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

- a. The date and place of the expulsion hearing;
- b. A Statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of Charter School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- i. Instructions regarding how to request reasonable accommodations
- j. Instructions regarding how to request language support if the home language is in a language other than English

**b. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

- c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary

circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**c. Record of Hearing**

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

**d. Presentation of Evidence**

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

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

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in this Policy, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**e. Decision**

The decision of the Expulsion Review Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The Governing Board may order one of the following actions:

- a. Expulsion without Suspended Enforcement– The student is expelled and the student is not allowed to attend the Charter School for the term of the expulsion;
- b. Expulsion with Suspended Enforcement – The student is expelled but is allowed to attend the Charter School on a probationary basis. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright if it is determined that,

during the period of suspended enforcement, the student committed another violation(s) of this discipline policy or otherwise violates the terms of probation. When a student violates a suspended expulsion order, they will be afforded their due process rights as indicated in this policy for any new offense including preparation for an expedited hearing; however, the student shall receive written notice of this violation and another copy of the expulsion order explaining the rehabilitation plan and opportunity for readmission to BCCHS.

- c. No Expulsion– The Governing Board may choose not to expel the student, at which time, the student shall immediately be returned to his/her educational program.

**f. Written Notice to Expel**

The Administrative Director or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student, including the additional findings required for the non-mandatory expulsion offenses.
- b. The date for readmission, not to exceed one (1) calendar year.
- c. A rehabilitation plan
- d. Notice of the student’s or parent/guardian’s obligation to inform any new district or school in which the student seeks to enroll of the student’s status with the Charter School.
- e. Information regarding the student’s right to appeal and corresponding appeal procedures

The Chief Executive Officer or designee shall send a copy of the written notice of the decision to expel to the student’s district of residence within ten school days.

**g. Appeals**

Parents/guardians may appeal the expulsion decision of the Board by submitting a written request to the Board within five (5) school days of the Expulsion Order. Unless impracticable under the circumstances, within ten (10) school days of receiving the written request for appeal, the Board will convene an Expulsion Appeal Panel (“EAP”) made up of administrators from other public schools or public charter schools. Administrators on the EAP shall not have previously been involved with the student’s suspension or expulsion, including having been involved when the conduct at issue initially occurred. The pupil and his or her guardian or representative may attend to present the student’s appeal. The Appeal Panel’s decision will be limited to the following questions:

- a. Whether the governing board acted without or in excess of its jurisdiction, including
  - i. Whether the expulsion hearing was commenced within the timelines set forth in this policy;

- ii. Whether the Expulsion Order is based upon the acts enumerated in this policy; and
  - iii. Whether the acts fall within the legal authority set forth in this policy.
- b. Whether there was a fair hearing before the governing board.
- c. Whether there was a prejudicial abuse of discretion in the hearing, including
  - i. Whether school officials have not met the procedural requirements of the Expulsion Procedures;
  - ii. Whether the decision has the appropriate additional findings for non-mandatory expellable offenses; and
  - iii. Whether the additional findings are supported by the evidence.
- d. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board.

Within five (5) school days of the appeal hearing, the Appeal Panel shall issue a written decision either upholding or reversing the expulsion. The Appeal Panel decision shall be final. During the pendency of the appeal hearing, the student shall be considered suspended.

**a. Alternative Education during the Period of Expulsion**

The Charter School does not have the authority to order placement at another public school or public charter school. However, upon expulsion, the Charter School will work with the student’s school district of residence to find an appropriate alternative educational placement during the term of the expulsion. For students who reside within the boundaries of the Los Angeles Unified School District, the Charter School shall refer expelled students to the LAUSD Student Discipline and Expulsion Support Unit and assist with transition to an alternative placement within LAUSD.

Possible alternative placements during the period of expulsion may include another public charter school, community schools run by the student’s district of residence, continuation schools run by the student’s district of residence, or county operated community day schools. For students residing within LAUSD, options may include West Hollywood CDS or other community day schools within LAUSD.

**REHABILITATION AND READMISSION**

**a. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order. The rehabilitation plan will be commensurate with the student’s offense and may include, but is not limited to, compliance with all rules and laws applicable to any educational program in which he/she is enrolled; improved behavior, as evidenced by discipline records and/or participation in drug awareness, counseling, or anger management courses; satisfactory record of academic progress with no more than one failing grade during any grading period; regular attendance free

from unexcused absences; and/or making adequate progress toward graduation. The rehabilitation plan may be subject to periodic review and shall be reviewed if the student seeks readmission at the conclusion of the term of expulsion. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **b. Readmission**

To support students in the readmission process, the Administrative Director or designee shall send written notice reminding the student of the date of possible readmission and that students must satisfy the rehabilitation plan set forth in the Expulsion Order. Notices will be sent six (6) months, three (3) months, and two (2) weeks prior to the date of readmission. One week before the readmission date, Charter School staff will call the parent or guardian to determine whether the parent/guardian/student wishes to schedule a reinstatement appointment.

For students residing within the boundaries of LAUSD, the Charter School will refer the student to the Student Discipline and Expulsion Support Unit and AB 922 Expulsion Support Services, which provides support for expelled students to assist students in achieving rehabilitation goals and to facilitate successful reinstatement at another public school or the Charter School. LAUSD's Student Discipline and Expulsion Support Unit will only assist BCCHS' expelled students with the admission process into LAUSD, and will only assist with educational placements after the LAUSD Board of Education accepts the student into the District. AB 922 staff will only service students after they have been admitted into the District.

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board. When a student is eligible to be considered for readmission, one year from the date of the expulsion, the Administrative Director or designee will facilitate a Reinstatement Review meeting with the pupil and the pupil's parent or guardian. BCCHS provides reminder notices to families six months and three months prior to the date of readmission eligibility. The Administrative Director or designee will consider (1) whether the pupil has successfully completed the rehabilitation plan, and (2) whether the pupil poses a threat to others or will be disruptive to the school environment. If it is determined that the student has made sufficient progress and meets these criteria, the Administrative Director or designee will recommend readmission to the Governing Board. The Governing Board will make all final decisions regarding readmission. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. If the student is reinstated, the Administrative Director or designee will collaborate with the student and parent(s) or guardian to promptly re-enroll the student at BCCHS. This is to include the expungement of said expulsion notices from the student's permanent record, however a card (for in-school use only) will be attached to said record designating the prior Board action of expulsion and the offense. Such cards will be removed from the student records at the end of a three year window and destroyed.



## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and State laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### **CERTIFICATED STAFF MEMBERS**

Full time certificated staff members including teachers, counselors and administrators participate in CalSTRS and will continue to do so for the duration of the charter school’s existence under the same CDS code. The Chief Business Officer together with the Business Office Fiscal Staff and Director of Human Resources Staff will be responsible for ensuring appropriate arrangements for this coverage have been made and will be sustained.

### **CLASSIFIED STAFF MEMBERS**

Full time classified staff members, including clerical, maintenance and operations, instructional paraprofessionals, and campus aides participate in CalPERS and will continue to do so for the duration of the charter school’s existence under the same CDS code. In some instances certificated staff who were formerly participating in CalPERS have the option to remain in CalPERS instead of CalSTRS. The Chief Business Officer together with the Business Office Fiscal Staff and Director of Human Resources and Human Resources Staff is responsible for ensuring appropriate arrangements for this coverage have been made and will be sustained.

### **OTHER PART TIME STAFF MEMBERS**

Part time staff members may participate with the Public Agency Retirement Services (“PARS”). The Chief Business Officer together with the Business Office Fiscal Staff and Director of Human Resources and Human Resources Staff is responsible for ensuring appropriate arrangements for this coverage have been made and will be sustained.



## Element 12 – Public School Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student shall be required to attend the Charter School. Pupils who choose not to attend BCCHS 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. Parents and guardians of each student enrolled in the Charter School will be informed on the lottery form that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## Element 13 – Rights of District Employees

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

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

## **Element 14 – Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor

Los Angeles, California 90017

CEO/Principal  
Birmingham Community Charter High School  
17000 Haynes Street, Lake Balboa, CA 91406

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

CEO/Principal  
Birmingham Community Charter High School  
17000 Haynes Street, Lake Balboa, CA 91406

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.

## **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

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

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

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.



6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, 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 closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of 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, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility

of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or State and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and State filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

In the event that the Charter School closes, the CEO/Principal, Chief Business Officer and Governing Board President will serve as the school's closure agents.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of

District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

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

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

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

### **Non-District-Owned Facilities**

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



to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and State accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, State, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **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.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

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

**Local Control and Accountability Plan**

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

# ADDENDUM

## Assurances, Affirmations, and Declarations

Village Charter Academy (also referred to herein as “Village” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all

provisions of the 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **Element 1 – The Educational Program**

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

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”* (Ed. Code § 47605(b)(5)(A)(ii).)

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.”* (Ed. Code § 47605(b)(5)(A)(iii).)

## **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

## **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL)



Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local

Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS 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

- All Students enrolled as of December 1 of each school year

District ID, SSIS 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

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil*

*outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

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

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

## **Element 4 – Governance**

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

## **GENERAL PROVISIONS**

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

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

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

CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>4</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

## **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 of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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<sup>4</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and



emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status

for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal 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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **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, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **Element 9 – Annual Financial Audits**

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. 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 Charter School’s Calendar
- h. Statistical Report – monthly according to Charter 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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

Notwithstanding and apart from 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 section 49068 (a) and (b).

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*



Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### **Element 13 – Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

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

### **Element 14 – Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by

a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal  
Village Charter Academy  
7357 Jordan Ave  
Canoga Park, CA, 91303

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal

Village Charter Academy  
7357 Jordan Ave  
Canoga Park, CA, 91303

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

## **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

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

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

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate

a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, 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 closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of 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, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee,



individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter

School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations

and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

### **Non-District-Owned Facilities**

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

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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.

#### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

#### **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.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

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

### **Local Control and Accountability Plan**

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