



Renewal Charter Petition for Central City Value High School

Submitted by Value Schools

December 13, 2017



Renewal Charter Petition for Central City Value High School, 2018-2023

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Assurances, Affirmations, and Declarations

Central City Value High School (also referred to herein as “Central City Value,” “CCVHS” 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.

GENERAL INFORMATION	
• The contact person for Charter School is:	Joaquin Arroyo, Principal
• The contact address for Charter School is:	221 North Westmoreland Ave., Los Angeles, CA 90004
• The contact phone number for Charter School is:	213-471-4686
• The proposed address or ZIP Code of the target community to be served by Charter School is:	221 N. Westmoreland Ave., Los Angeles, CA 90004
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	480
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 6, 2018
• The enrollment capacity, defined as the total number of students who may be enrolled in Charter School regardless of student residency is:	480
• 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:	MTTF: 7:30 AM – 2:53 PM Weds: 7:30 AM – 1:37 PM
• The term of this Charter shall be from:	July 1, 2018 - June 30, 2023

Student Population to be Served

Value Schools was founded to educate students who come from traditionally underserved populations. Opened in 2003 and located at its present site since 2007, Central City Value High School is a classroom-based high school that primarily enrolls youth from the Silver Lake/Koreatown neighborhood of downtown Los Angeles. Most of Central City Value's students come from families living below the poverty line, have parents who did not attend college, and live in households where English is not typically spoken. Some are recent arrivals to the United States, speaking little or no English.

Students from the surrounding neighborhoods often experience domestic instability, with families of mixed citizenship and immigration status who are often under substantial stress. They have experienced more trauma, food insecurity and substandard education than students in neighborhoods with higher income levels. Central City Value High School recognizes that the families it serves need targeted assistance to ensure that students are prepared for, apply to, attend and complete their higher education.

Although gentrification of the surrounding area is thought likely to change the demographics of the neighborhood somewhat in coming years, Central City Value still expects an enrollment and demographic pattern substantially similar to that in recent years.

Central City Value High School Student Demographics*				
Characteristic	2014-2015	2015-2016	2016-2017	2017-2018
Hispanic/Latino	95.5%	93.8%	95.6%	94.0%
English Language Learner	17.0%	14.1%	14.7%	15.0%
Fluent English Proficient	71.7%	76.2%	74.4%	75.6%
English Only	11.1%	9.7%	9.4%	9.2%
Free/Reduced Price Meal Eligible	95.1%	94.2%	94.3%	95.3%
Students with Disabilities	9.8%	10.6%	10.1%	9.2%

*Sources: 2014-2017 - CDE DataQuest; 2017-2018 - internal CCVHS data submitted to CALPADS

Central City Value High School Five-year Enrollment Plan					
Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
9	128	128	128	128	128
10	122	122	122	122	122
11	118	118	118	118	118
12	112	112	112	112	112
Total	480	480	480	480	480

Central City Value expects its recruitment efforts to yield full classes over the term of the charter, but has budgeted more conservatively to reflect recent small declines in enrollment. For a variety of reasons including neighborhood gentrification by residents with younger (or no) children, increasing post-recession housing costs, and immigration enforcement activity, families in the area Central City Value serves have become increasingly transient in recent years. Transfers out of Central City Value tend to be transfers to geographically distant schools or districts in conjunction with a family move. Class sizes decline over time because although students who transfer into Central City Value in the middle of their high school years are sought out and welcomed, many high school students do not wish to leave their first high school home.

While it's currently authorized and requested charter capacity is 480, Central City Value is prepared to adapt to any foreseeable increase in enrollment or decrease in attrition. Physical, financial, and faculty resources are sufficient to handle such fluctuations. Should unanticipated influx and retention occur to require a material revision to increase capacity (e.g., to 512), Central City Value would seek such a revision in consultation with the Charter Schools Division.

Community Need for Charter School

Central City Value High School exceeds the current standard for charter renewal. It fills a need in the community for a high-quality educational option for families who seek a small, rigorous academic setting with a strong, values-based school culture. Students whose parents choose this environment thrive, as evidenced by their performance relative to their peers in nearby and similar schools. They do so because Value Schools creates intentional school communities in which highly qualified professionals enlist parents and students to work toward a common goal – helping all students acquire the skills, knowledge, and intellectual flexibility to fulfill their potential as citizens contributing to a better world.

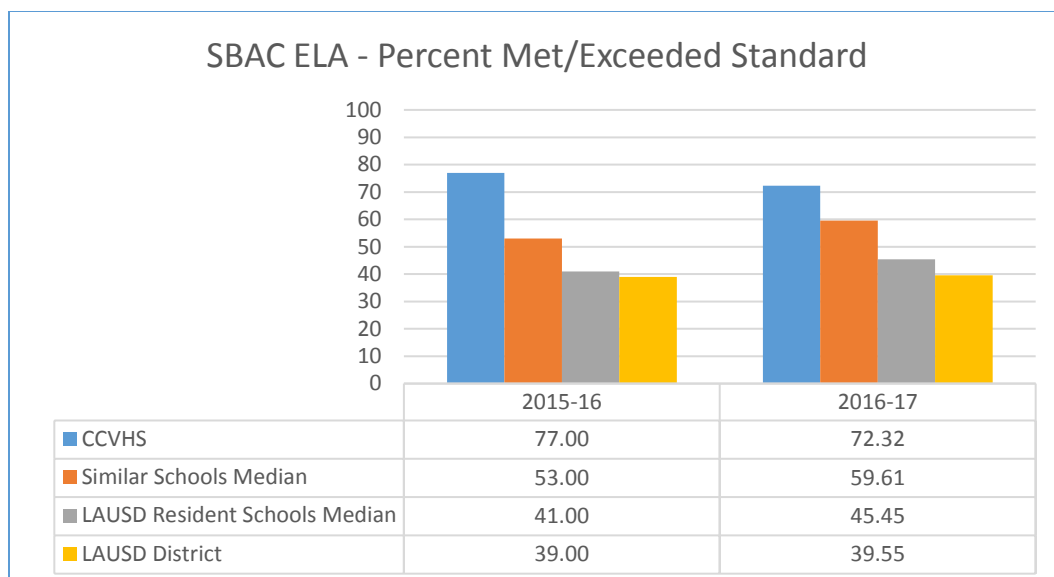
While much of this intentional school culture is best observed by witnessing the educational experience on campus, state and local oversight necessarily relies on objective performance measures that reflect the products of that culture. Current performance measures include the California Assessment of Student Performance and Progress (CAASPP), the NWEA, school-level results such as graduation, college readiness, and college acceptance rates, and English Learner reclassification rates.

The performance measures summarized below indicate that across all numerically significant subgroups, Central City Value student achievement compares favorably to that of students in the neighborhood schools that Central City Value students would otherwise attend and in Los Angeles Unified School District schools with similar populations and characteristics. Importantly, regardless of initial skill levels, students show substantial growth when they enter the Value Schools environment.

Comparative performance on English Language Arts

Central City Value's performance in English Language Arts is consistent with its emphasis on academic excellence to improve its graduates' chances of attending a four-year university. As was demonstrated in earlier years on metrics including the CST and API, Central City Value's English Language Arts achievement exceeds that of the schools its students would otherwise attend (resident schools) and that of schools with demographically similar populations (similar schools) as well as the LAUSD as a whole.

Schoolwide results. The CAASPP-administered Smarter Balanced Assessment program has required testing of 11th-grade students in English Language Arts and Mathematics for the last three years of the current charter term. In each of those years, a substantially higher proportion of Central City Value students met or exceeded the prescribed standard than comparison schools. The chart below shows data for the most recent two years of testing.



Source: Data set provided by CSD for Central City Value

Subgroup results. Given the nature and relative homogeneity of the student populations in Central City Value, similar and resident schools, it is not surprising that the schoolwide superior performance is reflected in the Economically Disadvantaged and Hispanic/Latino subgroups, as seen below:

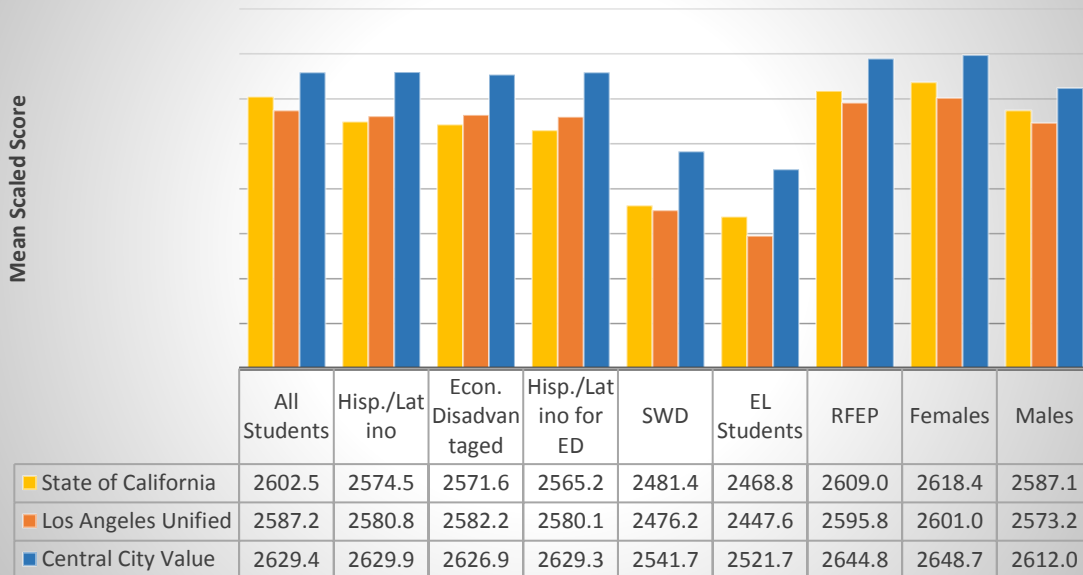
SBAC English Language Arts % of Students who Met or Exceeded Standard		
	2015-2016	2016-2017
CCVHS (All Students)	77.00%	72.32%
CCVHS (English Learners)	*	*
CCVHS (Socioeconomically Disadvantaged)	77.00%	71.43%
CCVHS (Latino)	77.00%	72.12%
CCVHS (Students with Disabilities)	*	*
Similar Schools median (All Students)	53.00%	59.51%
Resident Schools median (All Students)	41.00%	45.45%
LAUSD (All Students)	39.00%	39.55%

*No. of students tested fell below Cal. Ed. Code §52052's threshold for numerical significance.

Source: Data set provided by CSD for Central City Value

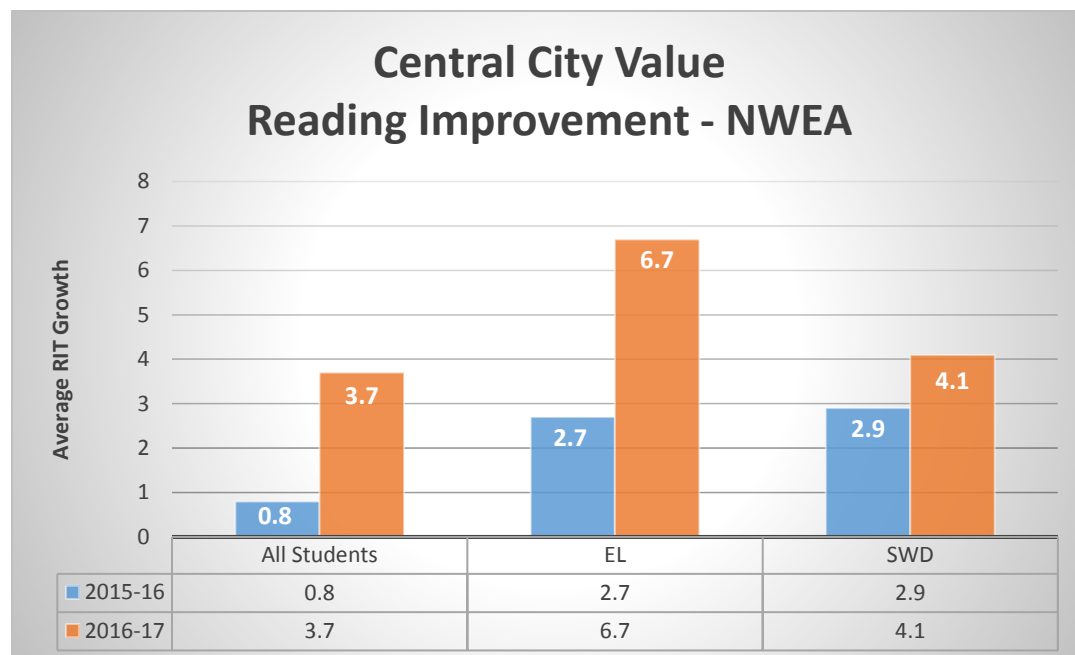
Additional comparison subgroup data from the most recent test administration shows that Central City Value's performance advantage in English Language Arts occurs in all numerically significant subgroups, not just in the authorizing district but in the state as a whole.

SBAC ELA Mean Scaled Scores 2016-17



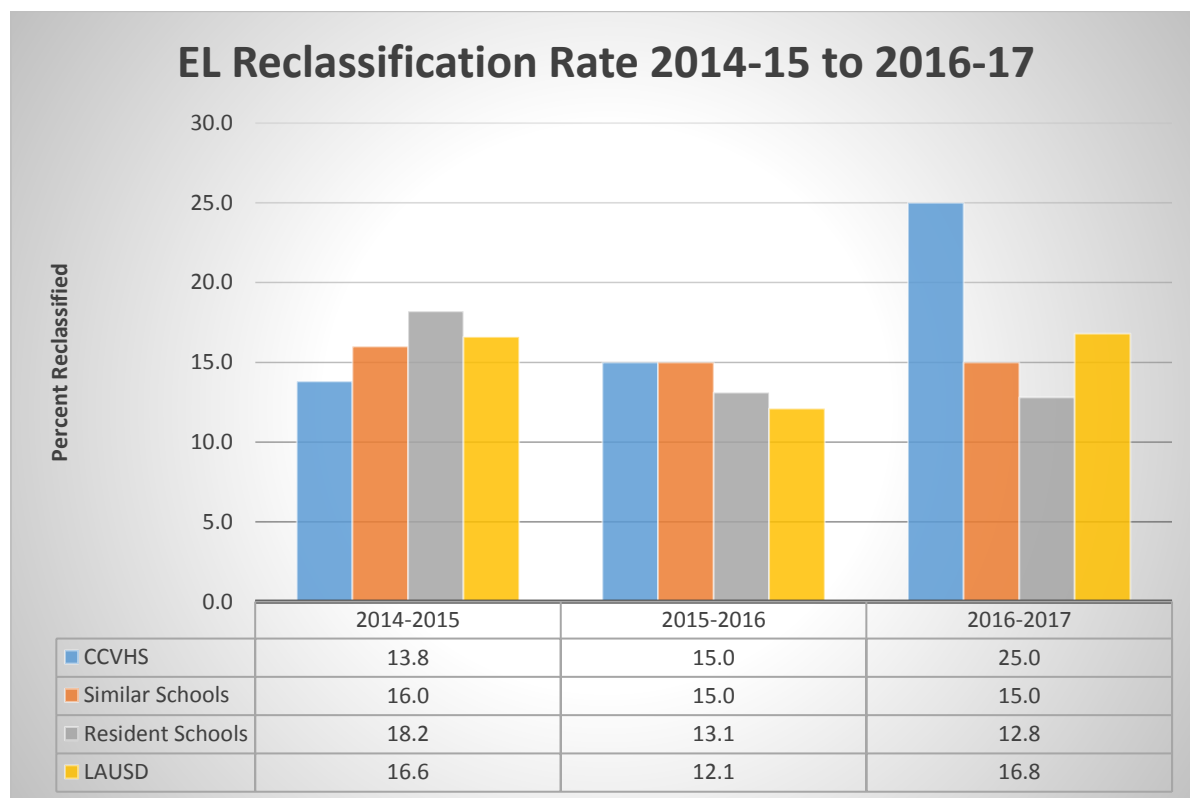
Source: Data from CAASPP/SBAC website

Performance growth over time – NWEA Reading. All student groups, but particularly English Learners, show substantial growth over time at Central City Value, with EL students showing an average RIT score growth of 6.7 in the last year measured.



Source: Internal CCVHS NWEA results

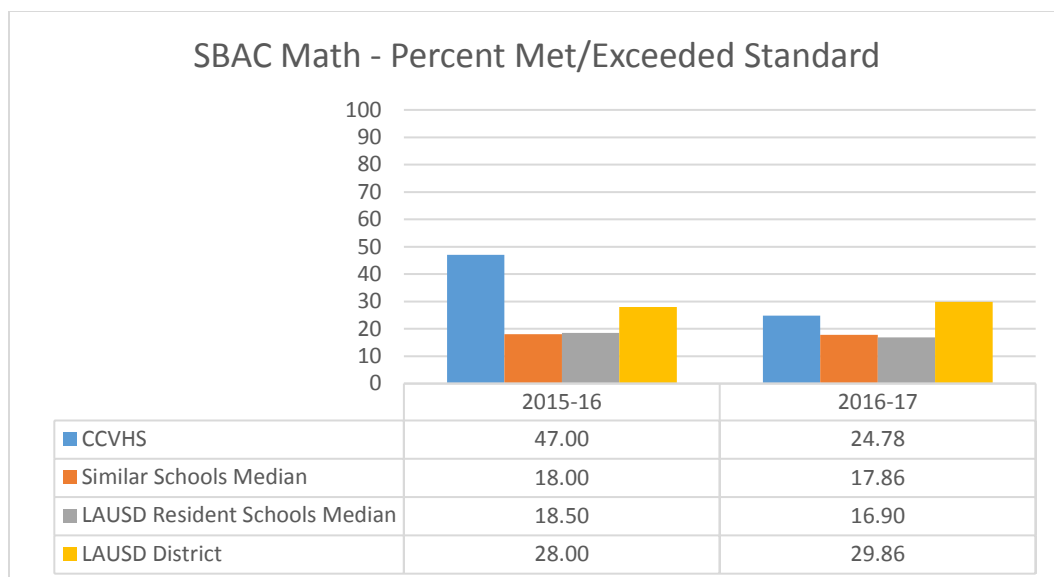
English Learner progress and reclassification. Consistent with the ELA growth shown by English Learners on the NWEA, Central City Value’s most recent EL reclassification rate reflects substantially more progress toward English proficiency than in comparison schools.



Source: CSD-provided data set for CCVHS and median rates of comparison entities

Comparative performance on Mathematics

Schoolwide results. As is true for most public schools in the LAUSD, Central City Value scores on CAASPP’s Mathematics assessment are lower than the same students’ scores on the ELA assessment. While Central City Value still outperformed resident and similar schools, the differences were smaller. A particularly outstanding group of students who were juniors in the second year of the test’s administration produced scores somewhat higher than expected in the typical year.



Source: Data set provided by CSD for Central City Value

Subgroup results. Despite the disparity between ELA and mathematics assessment results overall, Central City Value’s commitment to improving performance for all student subgroups can be seen in the breakdown of scores in numerically significant subgroups, below.

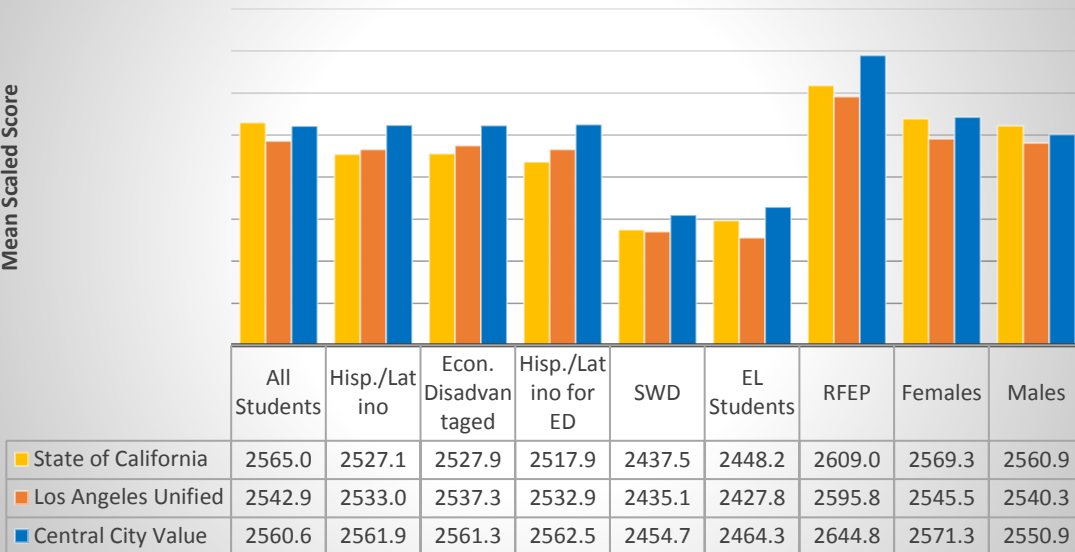
SBAC Mathematics		
% of Students who Met or Exceeded Standard		
	2015-2016	2016-2017
CCVHS (All Students)	47.00%	24.78%
CCVHS (English Learners)	*	*
CCVHS (Socioeconomically Disadvantaged)	47.00%	25.71%
CCVHS (Latino)	48.00%	25.71%
CCVHS (Students with Disabilities)	*	*
Similar Schools median (All Students)	18.00%	17.86%
Resident Schools median (All Students)	18.50%	16.90%
LAUSD (All Students)	28.00%	29.86%

*No. of students tested fell below Cal. Ed. Code §52052’s threshold for numerical significance.

Source: Data set provided by CSD for Central City Value

SBAC Math Mean Scaled Scores 2016-17

Mean Scaled Score

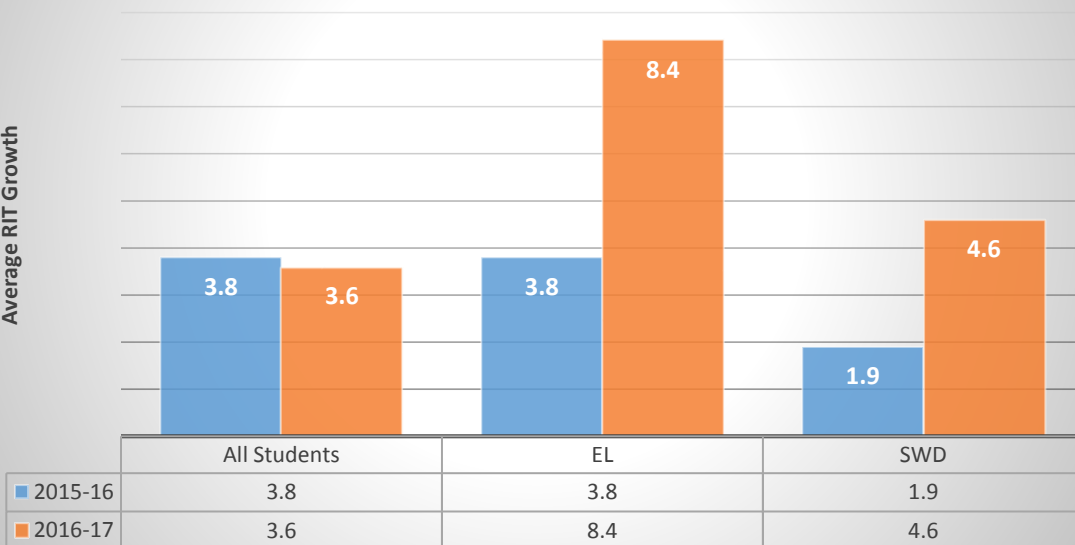


Source: Data from CAASPP/SBAC website

Performance growth over time – NWEA Mathematics. Again, as with ELA, student growth over time is especially noteworthy, particularly for English Learners and students with disabilities. In the most recent year, English Learners had an average increase in RIT scores of 8.4; students with disabilities had an average increase of 4.6.

Central City Value Mathematics Improvement - NWEA

Average RIT Growth



Source: Internal CCVHS NWEA results

Challenges in mathematics education. Since California began requiring 11th-graders to take part in the Smarter Balanced Assessment System, Central City Value's scores in the Mathematics section have been uneven. In the first administration, 20% of Central City Value juniors students met or exceeded the math standard. In 2016 that percentage jumped to 47%, which was dramatically higher than the median for resident or similar schools. In 2017, 11th-grade math scores declined to 25%, representing a challenge for Central City Value even though these scores still outpaced area schools.

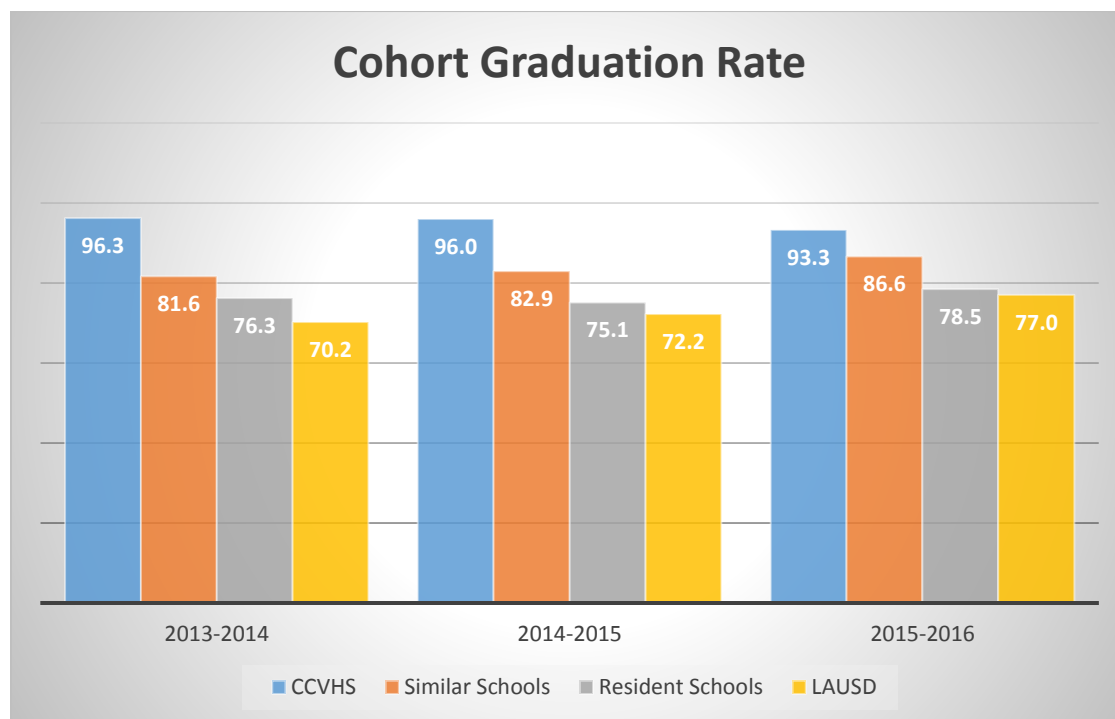
In its ongoing performance data analysis, Central City Value concluded that the performance spike and decline likely resulted from two main factors: the happenstance of an unusual mix of talented scholars in the 2016 junior class (which was reflected in other areas including four-year and elite university admissions), and two exceptionally skilled math teachers, both of whom departed in the same year (one to pursue a Ph.D. and one to move out of the area).

Recent mathematics scores still track or outpace comparison schools, but when seen in conjunction with relatively stable high scores on the English Language Arts section, they represent a challenge. Central City Value is attempting to meet that challenge with strategies directed to both students and teachers. In addition to the weekly attention to grades, motivation and learning strategies during all students' advisory periods, student-centered strategies include: (a) required, free after-school tutoring by math department faculty for students whose grades drop below a C-minus; (b) math tutoring four days per week during the 30-minute SSR period for students whose scores nearly meet the standard on the NWEA math assessment (currently 30-35 students); (c) a new Math Enrichment class for students in Integrated Math II; (d) ten optional Saturday sessions to prepare students for the SBAC; and (e) summer school math remediation classes. Teacher-centered strategies include: (a) a new, highly qualified Mathematics Department chair; (b) personal coaching on instruction and assessment under the auspices of CPM, the creator of the Integrated Mathematics curriculum used at Central City Value; (c) regular teacher professional development activities including ways to differentiate instruction; and (d) periodic CMO-wide "Teachers Teaching Teachers" sessions at which Value Schools mathematics faculty share best practices and bring in outside teacher professional development resources as needed.

Graduation and post-secondary education

The first of Value Schools' core values is "Academic excellence is the means to a full life." From the beginning of their careers in a Value Schools K-8 or one of its high schools, students are told that going to school is the most important thing that they can be doing at this stage of their lives, that graduation from high school is a minimum goal, and that all students can and should move on to higher education or training. Graduation, college readiness, and university acceptance data reflect that emphasis.

Graduation rate



Source: Data set provided by CSD for Central City Value

College readiness and admission data. Central City Value makes substantial efforts to ensure that students can acquire the number and type of course credits they need to enter a four-year university in the California state system. The proportion of Central City Value students who graduate with all the U.C. “A-G” requirements with a grade of “C” or better is shown below. (Combining information for California State University requirements and University of California requirements would yield somewhat higher numbers, but Central City Value’s focus is on qualifying students for U.C. schools and private schools with equivalent admission requirements.)

Central City Value High School Successful A-G Completion Rate				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
51%	60%	72%	63%	76%

Source: Internal Central City Value transcript data

The emphasis on college readiness pays off in the acceptance rate to four-year institutions of higher learning:

2017 Central City Value Graduates Accepted to Four-Year College or University	
All Students	72%
English Learners	17%
Socioecon. Disadv./Low Income Students	71%
Students with Disabilities	11%

Source: Internal Central City Value records

Summary

On the 2016-2017 SBAC assessment in English Language Arts, 72.32% of Central City Value's students met or exceeded the performance standards, as compared to the median of 45.45% for resident schools. In Math, 24.78% of Central City Value's students met or exceeded the performance standards, as compared to the median of 16.90% for resident schools.

On the 2015-2016 SBAC assessment in English Language Arts, 77% of Central City Value's students met or exceeded the performance standards, as compared to the resident schools median of 41%. In Math, 47% of Central City Value's students met or exceeded the performance standards, as compared to the resident schools median of 18.5%.

Central City Value reclassifies its English Learners at a higher rate than similar and resident comparison schools. Its college-going culture of academic excellence leads to high rates of readiness to enter universities and correspondingly high rates of acceptance.

Goals and Philosophy

Mission of Central City Value High School

Central City Value High School's mission is to facilitate the learning of high school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values. Central City Value is committed to helping students grow into persons who make a positive difference for their community and their world throughout their lives.

The core values around which Central City Value High School is built, discussed at more length in the description of Instructional Design and Focus below, are:

1. ***Academic excellence is the means to a full life.***
2. ***Each student can develop to his or her fullest potential.***
3. ***Each individual is unique and deserves respect.***
4. ***A safe, nurturing community is essential to academic excellence.***
5. ***Service to others and the community is a responsibility of an educated person.***

Central City Value students will become self-motivated, well-rounded, competent, lifelong learners who will make a difference in the world when they have fully understood the meaning of these values and put them into practice.

What it Means to be an Educated Person in the Twenty-first Century

The Central City Value High School vision of an educated person in the 21st century is one who has the motivation, knowledge and skills necessary to make a positive difference in the world. These individuals:

- actively seek to continue to learn throughout their entire lives;
- have both the basic knowledge and skills that all persons can acquire and the refinement of those special talents that each person possesses;
- respect every person and work to promote the dignity of each person;
- show that by collaborating with others the community can gain more than what the individuals can achieve on their own; and

- use what they have learned to contribute to society through employment, civic participation, family life, and community service.

Central City Value's approach to educating young people is premised on the research-informed belief that successfully completing at least a four-year college-level education provides the best opportunity to acquire the skills listed above. To be considered educated in the 21st century in the United States, a student should be able to:

- demonstrate proficiency in English language arts, mathematics, science, social sciences and the arts;
- gather and evaluate information and produce original works with confidence and clarity;
- use technology effectively, creatively, and responsibly;
- apply, analyze, synthesize and evaluate new information and ideas at a high level; and
- communicate ideas clearly, build and defend arguments logically, and solve problems collaboratively.

Along with this focus on university preparedness, Central City Value recognizes and supports alternative paths to becoming an educated, successful and contributing member of the community. Visiting speakers and counselor input have led graduates to military careers, trade and technical schooling, and entrepreneurial pursuits before or in lieu of attending a four-year university.

How Learning Best Occurs

Learning best occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals committed to the five core values on which the Value Schools are built.

Central City Value's teachers are guided by research findings in education and learning. A fundamental resource is Robert Marzano's *Classroom Instruction that Works* (2001). Through a meta-analysis of hundreds of studies, Marzano's research team identified these nine instructional practices as particularly effective in raising student achievement:

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

Central City Value's teachers receive professional development on these practices, and have also identified the following factors and practices as important to their students' successful acquisition of knowledge and skills:

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

Goals for Producing Self-Motivated, Competent, and Lifelong Learners

Central City Value's goals are best reflected in the Schoolwide Learner Outcomes (SLOs, formerly known as ESLRs).

Central City Value High School students are:

1. Life-long self-directed learners who:
 - a. Possess a strong academic foundation
 - b. Think critically and analytically to expand knowledge and solve problems;
 - c. Demonstrate the skills and knowledge to adapt to new technologies;
 - d. Take risks for the sake of growth;
 - e. Set, prioritize, and pursue goals;
 - f. Recognize and use resources; and
 - g. Strive to enhance and maintain physical, mental, and emotional well-being.
2. Effective communicators who:
 - a. Speak, write, and use other forms of expression accurately, effectively, and creatively;
 - b. Exercise efficient and critical listening and reading skills;
 - c. Possess the language skills to interact in a culturally diverse society;
 - d. Foster conflict resolution in a creative, peaceful, and dignified manner; and
 - e. Promote the idea that school provides an environment to achieve one's potential.
3. Collaborative individuals who:
 - a. Participate effectively in a variety of leadership and supportive roles;
 - b. Recognize, accept, and exercise social responsibilities and civic duties;
 - c. Respect and value individuals of different cultures, backgrounds, and abilities;
 - d. Maintain a high level of personal and academic integrity; and
 - e. Make sound, ethical, and accountable decisions that affect the natural environment and their school community.

Annual Goals

These SLOs, developed to produce students who are self-motivated, competent, lifelong learners, are operationalized in the specific annual goals in the LCFF State Priorities tables that follow. The tables set out goals for all numerically significant pupil subgroups, the actions Central City Value will take to achieve the goals, and the metrics by which progress toward the goals will be measured. Note: an asterisk indicates “subgroup not numerically significant at this time.”

LCFF STATE PRIORITIES	
GOAL #1	
Consistent with Values #1 and #2, all students will seek and achieve academic excellence in a broad range of studies, consistent with their individual gifts and potential.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> : Inculcate core values <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p>Outcome groups 1 and 2 (Excellence in basic services and implementation of content and performance standards)</p> <ul style="list-style-type: none">• <i>Recruit and retain highly qualified teachers and administrators.</i>• <i>Assign teachers to courses they are well qualified to teach.</i>• <i>Provide onsite teacher professional development.</i>• <i>Encourage and allocate funds for off-site professional development.</i>• <i>Provide special education contract instructors as needed in addition to encroachment fee.</i>• <i>Annually review curricular materials for efficacy and alignment with current standards.</i>• <i>Purchase standards-aligned curricular materials for all students in standards-based courses.</i> <p>Outcome group 3 (Excellence in pupil achievement, Mathematics)</p> <ul style="list-style-type: none">• <i>Use integrated curriculum and co-enrollment strategies to improve mathematics learning.</i>• <i>Purchase appropriate materials, supplies and educational software to reinforce and extend mathematics curriculum.</i> <p>Outcome group 4 (Excellence in pupil achievement, English Language Arts)</p> <ul style="list-style-type: none">• <i>Annually evaluate English Learner Master Plan and revise as needed.</i>• <i>Implement research-based ELD program.</i>• <i>Use co-enrollment strategies for English Learners to expedite development of fluency and reclassification.</i>	

Outcome group 5 (Pupil achievement; broad course of study: Implementing Value #2 by developing student potential)

- Monitor student progress toward graduation and completion of UC A-G requirements.
- Meet with parents and students after each semester grading period to ensure student is on track to graduate.
- Provide credit recovery opportunities for all students who need them.
- Offer as many Honors and Advanced Placement courses as warranted by enrollment, in a broad range of subject areas including mathematics, English, history/social studies, art and design.
- Counsel students and parents on the advantage of challenging courses and encourage students to develop their potential by taking higher level courses whenever possible.
- Provide multiple methods/opportunities for students to prepare for SAT/ACT.
- Employ college counselors sufficient to provide individual guidance for all students.
- Allocate funds for Naviance or similar college-preparation software or services.
- Hold multiple informational events for parents to encourage college applications (e.g., college application instruction, college selection assistance, financial aid explanations)
- Offer each student the opportunity to go on college tours.

Expected Annual Measurable Outcomes

Outcome #1a: All core courses will be taught by properly assigned, appropriately credentialed teachers.

Metric/Method for Measuring: % of core course sections taught by credentialed teachers knowledgeable in the subject area

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #1b: Teachers will model Value #1 as lifelong learners by developing their skills and knowledge.

Metric/Method for Measuring: % of teachers who obtain more than 10 hours of outside professional development

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	56%	59%	60%	61%	62%	63%

Outcome #2: All students will have access to the full curriculum with standards-aligned curricular materials.

Metric/Method for Measuring: % of students who have standards-aligned curriculum/materials.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3a: Students will understand mathematics concepts and how to use them.

Metric/Method for Measuring: % of students who meet or exceed the standard on state-mandated assessment of mathematics (SBA)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	25%	2%	4%	6%	8%	10%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
English Learners	0%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	26%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #3b: All student groups will grow in understanding of mathematics concepts and how to use them.

Metric/Method for Measuring: % of students at or above grade level on the NWEA in Math

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	40%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	0%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	39%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	13%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #3c: Students will demonstrate growth in their mathematical knowledge and skills.

Metric/Method for Measuring: % of students who increase their NWEA RIT score in Math

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	64%	3% increase above baseline	6% increase above baseline	9% increase above baseline	11% increase above baseline	13% increase above baseline
English Learners	74%	2%	3%	4%	5%	6%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
Socioecon. Disadv./Low Income Students	63%	3% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline	12% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	71%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

Outcome #4a: Students will improve their ability to understand, read and use the English language.

Metric/Method for Measuring: % of students who meet or exceed the standard on state-mandated assessment of English Language Arts (SBA)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	72%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
English Learners	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	71%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	21%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #4b: All student groups will improve their performance in English Language Arts.

Metric/Method for Measuring: % of students at or above grade level on the NWEA in Reading

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	45%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	2%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	43%	2%	4%	6%	8%	10%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	13%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #4c: Students will show significant growth in their ability to understand and use English.

Metric/Method for Measuring: % of students who increase their NWEA RIT score in Reading

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	66%	3% increase above baseline	6% increase above baseline	9% increase above baseline	12% increase above baseline	14% increase above baseline
English Learners	73%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	64%	3.5% increase above baseline	7% increase above baseline	10% increase above baseline	13% increase above baseline	16% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	58%	2.5% increase above baseline	5% increase above baseline	7.5% increase above baseline	10% increase above baseline	12% increase above baseline

Outcome #4d: English Learners will become fluent English users as soon as possible.

Metric/Method for Measuring: EL reclassification rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	35%	30%	30%	30%	30%	30%
Socioecon. Disadv./Low Income Students	35%	30%	30%	30%	30%	30%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #5a: Central City Value will encourage academic excellence and development of potential by encouraging students to take high-level courses.

Metric/Method for Measuring: % of students who take at least one AP or Honors course

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	57%	58%	59%	60%	61%	62%
English Learners	6%	7%	8%	9%	10%	11%
Socioecon. Disadv./Low Income Students	39%	40%	41%	42%	43%	44%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	25%	26%	27%	28%	29%	30%

Outcome #5b: College-bound Central City Value students will be prepared for higher education.

Metric/Method for Measuring: % of students taking an Advanced Placement exam who achieve a score of 3 or better

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	47%	48%	49%	50%	51%	52%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	49%	50%	51%	52%	53%	54%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #5c: Central City Value will maintain a high graduation rate.

Metric/Method for Measuring: Cohort graduation rate

APPLICABLE STUDENT GROUPS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	93%	93%	93%	93%	93%	93%
English Learners	91%	91%	91%	91%	91%	91%
Socioecon. Disadv./Low Income Students	93%	93%	93%	93%	93%	93%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	93%	93%	93%	93%	93%

Outcome #5d: At least 70% of 12th-graders will graduate having fulfilled the UC A-G requirements.

Metric/Method for Measuring: A-G completion rate among seniors

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	76%	70%	70%	70%	70%	70%
English Learners	17%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Socioecon. Disadv./Low Income Students	75%	70%	70%	70%	70%	70%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline
Outcome #5e: At least 70% of students will realize their potential by achieving acceptance to a four-year institution of higher learning. Metric/Method for Measuring: % of graduating students admitted to a four-year college or university						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	72%	70%	70%	70%	70%	70%
English Learners	17%	2% increase above baseline	4% increase above baseline	6% increase above baseline	7% increase above baseline	8% increase above baseline
Socioecon. Disadv./Low Income Students	71%	70%	70%	70%	70%	70%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

GOAL #2	
<p>Consistent with Values 3, 4, and 5, Central City Value will maintain a safe, nurturing school community that respects the uniqueness and dignity of all persons and that develops enthusiastic, lifelong contributors to a healthy and cooperative world.</p>	<p>Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </p>
	<p>Local Priorities:</p> <p> <input checked="" type="checkbox"/>: Inculcate core values <input type="checkbox"/>: </p>
Specific Annual Actions to Achieve Goal	
<p>Outcome group 1 (Consistent with Value #3, respectfully engaging parents and students as unique individuals encourages regular attendance and enthusiastic participation in the school community.)</p> <ul style="list-style-type: none"> • <i>Hold professional development sessions on “Teaching the Values,” emphasizing a culture of respect.</i> • <i>Convene each class level weekly in a “Community Time” session designed to build community, reinforce the core values, and resolve differences constructively.</i> • <i>Hold a senior retreat moderated by staff trained to reinforce community values of respect, individuality, and trust.</i> • <i>Hold regular Parent/Student/Advisor conferences to keep parents involved in students’ education and emphasize importance of regular attendance.</i> • <i>Engage the services of Value Schools’ attendance intervention specialist to help families overcome obstacles to regular attendance.</i> <p>Outcome group 2 (Consistent with Value #4, a safe, nurturing community facilitates academic success and develops good citizens.)</p> <ul style="list-style-type: none"> • <i>Employ staff (e.g., security guard, custodian) and technology (e.g., alarm system) sufficient to keep school safe and clean.</i> • <i>Regularly maintain school facilities, including classrooms, furniture, equipment and vehicles.</i> • <i>Provide well-balanced, appetizing meals for students.</i> <p>Outcome group 3 (Consistent with Value #5, modeling a culture of “giving back” encourages students, parents, and others to contribute meaningfully to the school and to the wider community.)</p> <ul style="list-style-type: none"> • <i>Allocate funds to organize and support student activities such as leadership council, clubs and athletics.</i> • <i>Organize and support community service activities such as neighborhood cleanups, Heal the Bay, and charity fundraisers.</i> 	
Expected Annual Measurable Outcomes	
<p>Outcome #1a: Central City Value will decrease chronic absenteeism. Metric/Method for Measuring: Chronic absenteeism rate as reported on the CDE School Dashboard</p>	

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	20.4%	2% decrease below baseline	4% decrease below baseline	6% decrease below baseline	8% decrease below baseline	10% decrease below baseline
English Learners	14.1%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Socioecon. Disadv./Low Income Students	20.5%	2% decrease below baseline	4% decrease below baseline	6% decrease below baseline	8% decrease below baseline	10% decrease below baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	22.4%	2% decrease below baseline	4% decrease below baseline	6% decrease below baseline	8% decrease below baseline	10% decrease below baseline

Outcome #1b: Central City Value will decrease the incidence of suspension to 1.5% or lower.

Metric/Method for Measuring: Suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2.1%	1.5%	1.5%	1.5%	1.5%	1.5%
English Learners	1.3%	1.5%	1.5%	1.5%	1.5%	1.5%
Socioecon. Disadv./Low Income Students	1.3%	1.5%	1.5%	1.5%	1.5%	1.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2.1%	1.5%	1.5%	1.5%	1.5%	1.5%

Outcome #2a: Students will build and experience a safe, nurturing school community.

Metric/Method for Measuring: Positive responses to a cluster of 7 Likert-scale questions on the anonymous Central City Value School Climate Survey administered to all grade levels.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	68%	2% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline	7% increase above baseline

Outcome #2b: Parents will feel that their children are in a safe, nurturing school community.

Metric/Method for Measuring: Positive responses to a cluster of 14 Likert-scale questions on Central City Value survey of parents of junior class.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Parents of All Grade 11 Students	90%	90%	90%	90%	90%	90%
Outcome #2c: Parents will contribute to a safe, nurturing school community that encourages academic excellence. Metric/Method for Measuring: % of parents who attended at Student/Parent/Advisory meetings as tracked by sign-in sheets.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
Outcome #3: Central City Value will encourage students to demonstrate Value #5 by serving the community. Metric/Method for Measuring: CCVHS School Climate Survey administered to all grade levels; % of students who report being encouraged to participate in community service activities						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	66%	2% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline	7% increase above baseline

Instructional Design

Central City Value High School's instructional design has a proven track record of success. Central City Value will continue to increase academic success in the population it serves by implementing a traditional, classroom-based instructional model centered on five core values. The curriculum is grounded in the relevant state standards (Common Core, Next Generation Science Standards, etc.), based on sound research, and primarily directed at preparing all students to attend a four-year university.

The research-based model by which Central City Value High School will continue to increase academic success among low-income minority students rests on two proven elements: (1) an emphasis on values and (2) accountability for results.

An Emphasis on Values

Since the 1990s, research has shown that low-income and minority students thrive in schools that share key characteristics with academically successful parochial schools serving the same demographic. Those characteristics include a focused curriculum, an emphasis on academics, and direct management by the principal. The most important factor, though, is that parents and faculty share a set of core beliefs and values; this common ground generates an extra "social capital" propelling student achievement. (See, e.g., Bryk et al., *Catholic Schools and the Common Good*, 1993.)

Research by Samuel Casey Carter found that schools that create a culture that purposefully emphasizes moral development have higher achievement levels. Carter described twelve very different schools, each of which fostered academic success by forming strong, character-based cultures. He described four traits of such schools: a strong belief that culture determines outcomes; a culture that is nurturing but demanding; a culture committed to student success;

and a culture of people, principles and purpose. (Carter, *On Purpose: How Great School Cultures Form Strong Character*, 2011.)

The Value Schools model does not rest on a unique curriculum or unusual teaching methods. Rather, what energizes and binds the Central City Value High School community in the learning experience is a common “worldview.” It is reflected in the five values that form the core of Value Schools’ educational model, mentioned above but set out in more detail here:

- ***Academic excellence is the means to a full life.***

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

- ***Each student can develop to his or her fullest potential.***

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

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

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

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

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

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

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

The Value Schools experience shows that emphasizing these five values purposefully develops a school culture that forms student character and drives student achievement.

Accountability for Results

As schools of choice, charter schools are accountable to multiple stakeholders. Parents, in particular, must be satisfied that their children are receiving a good education, and always have the option of moving their children to another school. Accordingly, Central City Value High School is committed to constant self-assessment and accountability to its families. In its instructional model, Central City Value implements this focus on accountability using a continuous cycle of three critical elements:

- a clear set of student learning outcomes based on California’s Common Core State Standards for ELA and Mathematics, Next Generation Science Standards, state standards for History and Social Science, and other standards as applicable;
- methods and activities for students that have been selected by professional teachers; and
- ongoing assessment (testing) to determine that the student has acquired the learning.

This approach to the learning process is not unique to Value Schools; in fact, it is increasingly being adopted by the educational community. Value Schools is different, at least at present, in that it focuses its teachers’ attention on student learning performance and compensates (i.e., rewards and continues to employ) its teachers and administrators for success in student learning.

Factors for Success

The success of Value Schools depends on the “who” (our educators), the “what” (our curricular focus), and the “how” (our methods and assessments) of its educational model. Experience shows six elements essential to success:

- ***Select the right educators.***

The educators hired for Central City Value High School must demonstrate both proficiency and commitment. They must be well trained, confident and capable of identifying the strengths and needs of each student. They must also be flexible and creative in choosing or developing appropriate techniques to reinforce those strengths and meet those needs, while staying faithful to the prescribed standards. Of utmost importance, they must believe in and support the five core values that undergird the entire enterprise.

- ***Plan, assess, and annually revise the educational program as a team.***

The principal and teachers work as a team to choose a coordinated instructional program. The annual school-wide cycle has three steps: (1) review curriculum standards; (2) analyze available assessment results; and (3) decide what instructional activities will take place. Following the team planning, individual teachers make their own lesson plans. These steps are repeated in a continuous cycle, informed by assessments.

- ***Focus the curriculum on students as individuals.***

A standards-based curriculum focuses on what students know, not what teachers teach. Teaching may be a group activity; learning is done person-by-person. Student-focused learning requires teachers to provide learning activities and tasks suited to individual needs. Some learning activities may occur individually, some in small groups and some in large groups. At

Central City Value High School, teachers employ differentiated instruction and assessment strategies to focus on each individual student.

- ***Use research-based instructional materials.***

As part of the annual planning and budgeting cycle, administrators and teachers seek research-based instructional materials aligned with applicable curricular standards, including Common Core and Next Generation Science Standards. The teachers are expected to use the materials when and where they are helpful to the students. When students require alternative or additional materials to master content and skills, the teachers are expected to research and request materials that will support student learning.

- ***Supervise teachers.***

The success of the program relies on the commitment and professionalism of the teacher to facilitate student learning. In the Value Schools model, teachers are not simply trusted to be professional. Lead teachers, the assistant principal, and principal supervise the teaching that takes place in the Charter School. Supervision is not limited to coaching teachers on different methodologies; it is also assisting teachers in understanding the standards and interpreting assessments. Other levels of supervision and guidance are provided through peer observations and reflective debriefings, as well discussions of best practices.

- ***Foster the growth of the educators.***

Central City Value High School provides opportunities for the continued growth of its teachers, administrators, and other educational staff. Professional development needs vary with the achievement of the students and the experience of the teachers in any given year. The administration offers and supports internal and external professional development opportunities for all teachers, based on recommendations by the Academic Council. Peer and administrative observation cycles are used to promote best practices and to ensure accountability.

“Teaching” the Values

Because the Five Values are so central to the program at Central City Value High School, a consistent and purposeful presentation to the students is essential. There are three ways in which the values are presented to the students (and their parents): persistent communication, reinforcing the practice of the values by students and the modeling of the values by faculty and staff.

“Persistent communication” means that the values are heard or read by the students many times during the school day. The following are some examples of “persistent communication.” At the time of initial registration at Central City Value High School, the parent will meet with a school administrator who uses the Five Values as a framework for explaining the school’s expectations for the family and what the family can expect of Central City Value. For example, the family is told that regular attendance is essential because of Value 1 – achieving academic excellence is the means to a full and complete life, and a student with poor attendance will not be successful in school. An administrator would explain the relationship of the school uniform to the values of building a unified community. (With certain “freer-dress day” exceptions, Central City Value students are required to wear black or khaki pants or shorts with a school-supplied polo shirt or another polo shirt, sweatshirt, or jacket that either bears the Central City

Value logo or is of a plain navy blue color. The Student and Parent Handbook spells out the dress code in more detail.)

Parents are encouraged to commit to supporting the values by signing a Parent Pledge. (This also serves as the Title I Parent Compact.) Administrators who conduct the parent induction meetings notify parents and guardians that parental involvement is encouraged, but is not a requirement for acceptance to, or continued enrollment at, Central City Value. All parents and guardians will also receive this notice by way of the Student and Parent Handbook.

If a conduct issue arises with a student, advisory teachers or administrators may use one or more of the Five Values as a vehicle for discussing the issue with the student (and parent). For example, if a student is excessively teasing another student, the matter would be addressed in the context of the third value, which emphasizes respect for others.

One period each week, all members of an entire class meet together for “Community Time.” This vital part of each week provides a variety of opportunities to introduce and reinforce the Five Values. Motivational speeches from classmates, guest speakers, Value Schools board members or Central City Value staff provide concrete examples of overcoming obstacles to success and maximizing potential, giving life to Values 1 and 2. Sharing current events and engaging student action may illustrate Value 5, while working out conflicts and setting common goals exemplify Values 3 and 4. At Central City Value High School, Community Time has been found to be an essential tool in imparting the Five Values and in getting students to internalize them. Other student awards ceremonies and assemblies also provide opportunities for reinforcing the values.

To reinforce the themes throughout the school day and campus, the Five Values are posted as banners and wall hangings in many locations and reproduced in student planners. Teachers begin every class by describing the link between the academic objectives of the session and one or more of the Five Values.

Reinforcing the practice of the values is done most frequently by praising a student or group of students for living out a value in the course of a school day. Alternatively, a value can be highlighted by pointing out when it has *not* been practiced. When collecting homework assignments, for example, teachers might praise students for getting their work done in a timely fashion, exemplifying the pursuit of academic excellence. A failure to turn in assignments, similarly, calls for a message about the failure to honor that value.

Finally, faculty and staff serve as role models for the students as they demonstrate the values throughout the day. For example, they demonstrate the value of community by showing how teachers collaborate in multiple ways. Teachers also provide opportunities for students to build community by assigning group projects, performing community service, playing on sports teams, and learning effective and respectful social communication skills.

Summary of Instructional Methods and Strategies

Value Schools' instructional programs are grounded in the Five Values and focused on student needs. Central City Value is not organized around a particular pedagogical style. Its program employs a continuous cycle of determining baseline performance in the context of learning standards, selecting appropriate instructional materials and strategies, executing those strategies, and analyzing the results. This cyclical approach to instruction is supported by the selection of the principal and teachers, assessment and planning, supervision of teachers, professional development, focus on individual students, and research-based instructional materials.

With appropriate assistance and oversight from school administrators and mentors, teachers assess the learning strengths and needs of their students, select appropriate materials, and differentiate their instruction to lead each student to mastery of the curriculum. If the chosen methods and materials are not successful, responsibility for adapting or replacing them is immediate and local.

Experience shows that various teaching strategies can succeed at Central City Value. These include direct instruction, peer teaching, collaborative problem solving and exploration, seminar-based discussion, Socratic questioning, demonstrations and experiments, and online learning. Transcending all teaching methodologies are the Five Values, schoolwide learner outcomes, and the belief that when the correct teaching strategies and motivational methods are used, all students at Central City Value High School will succeed.

Curriculum and Instruction

A standards-based curriculum provides for each grade level or subject area the specific content to be learned and the specific skills to be acquired. Central City Value High School uses California's Common Core State Standards for Mathematics and for English Language Arts, aligning its English Learner efforts to the latter; the Next Generation Science Standards; and state standards for History and Social Science. Teachers in science, social studies, world languages other than English, and elective classes also address the Common Core literacy standards in the context of teaching their subject matter. The applicable Common Core State Standards for the non-core subject areas are also incorporated into the curriculum. All courses are designed to lead to mastery of the Charter School's schoolwide learner outcomes and incorporate the five core values whenever possible.

A comprehensive course list follows.

COURSE LIST

English Language Arts

English 9/English 9 Honors

Core/College Preparatory

UC approved but not as an honors course.

2 semesters. No prerequisite.

This course introduces students to a variety of literary genres and writings, including but not limited to articles, autobiographies, poetry, persuasive essays, literature and exposition. Students will read and critically respond to texts both orally and in writing, using a variety of methods including compare/contrast, persuasion, narration, and description. In addition, students will study vocabulary and grammar, and will complete daily reading and writing tasks. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

English 10/English 10 Honors

Core/College Preparatory

UC approved

2 semesters. Prerequisite: passing grade in English 9 or concurrent placement.

English 10 focuses on literature and non-fiction from around the world. This comprehensive course of study is designed to strengthen critical thinking and reading skills as students study and analyze world literature. They will compose original texts that demonstrate descriptive, narrative, expository, and literary analysis skills. Additionally, students will complete journals, grammar and vocabulary exercises, and a research paper. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

English 11/English 11 Honors

Core/College Preparatory

UC approved

2 semesters. Prerequisite: passing grade in English 10 or concurrent placement.

English 11 focuses on the American experience, California state standards, and Central City Value High School's Schoolwide Learner Outcomes, which expect that students become (1) Lifelong, self-directed learners, (2) Effective Communicators, and (3) Collaborative Individuals. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, and technical documents to gain insight into elements and aspects of American culture expressed through its literature, rhetoric, and media. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

English 12/English 12 Honors

Core/College Preparatory

UC approved

2 semesters. Prerequisite: passing grade of English 11 or concurrent placement.

English 12 extends students' range of reading and writing skills to prepare them to succeed in college English courses. The course focuses on British literature, including Shakespeare and classical texts as well as romantic, Victorian, modern, post-modern and contemporary works. Students will trace the historical development of English literature and the growth of the English language through social, political, and cultural influences. Students will critically read and analyze selected works for theme, tone, voice, and ideology. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

CSU Expository Reading and Writing

Core/College Preparatory

UC approved

2 semesters. Prerequisite: passing grade in English 11 or concurrent placement; open to Seniors only.

The Expository Reading and Writing Course (ERWC) was developed collaboratively by staff at California State University and California high school teachers to more effectively bridge the high-school and college literacy experience of students. The ERWC aims to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, student in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will deeply read, critically comprehend, and respond to non-fiction and literary texts, and will learn research methods and documentation conventions. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, non-fiction and literary texts. By the end of this course, students will be expected to use an independent examination process when reading unfamiliar texts and writing in response to them.

AP English Language and Composition

Core/College Preparatory

UC approved

2 semesters. Prerequisite: Teacher recommendation; grade of "C" or better in English 10/10H; open to Juniors and Seniors only; placement essay required.

Advanced Placement English Language and Composition is a college-level course in which students analyze a variety of texts to perform rhetorical and argumentative analysis. Each quarter of this full-year course has a thematic unit, with all working together to support the overall schema. Students in this course examine many of the seminal works of American and British authors. Emphasis is on the study of rhetoric and argument of increasing complexity in works of fiction and non-fiction, with the holistic goal of developing critical and analytical readers and cogent writers capable of meeting the demands of college level work.

AP English Literature and Composition

Core/College Preparatory

UC approved

2 semesters. Prerequisite: Teacher recommendation; grade of "C" or better in English 11/11H; open to Juniors and Seniors only; placement essay required.

Advanced Placement English Literature and Composition is a college-level course that engages students in the intensive study of various genres from British and American works to Russian and other world literature written from the sixteenth century (or before) to contemporary times. Students interpret these while considering their structure, style, and themes; the social and historical values they reflect; and the use of such literary and rhetorical devices as diction, syntax, figurative language, and tone. Additionally, students write extensively offering evaluations and interpretations of literary pieces in different writing genres including expository and argumentation essays.

Mathematics

Math Enrichment

Non-core

2 semesters. No prerequisite.

The goal of this course is to provide support to students in Integrated Math I and Integrated Math II who lack the necessary skills to succeed in the course. It will give students a strong foundation in essential basic math skills in order to increase their competence in mathematics and gain confidence in their abilities. This course will focus on number sense, the language of math, rules of exponents, square roots, order of operations, functions, equations, inequalities, data analysis, statistics, probability, and mathematical reasoning in problem solving.

Integrated Math I /Honors Integrated Math I

Core/College Preparatory

UC approved but not as an honors course

2 Semesters.

Integrated Math I is the first course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. Integrated Math I satisfies the California Common Core Standards and is intended primarily for students in the ninth grade. Integrated Math I builds and strengthens students' conceptual knowledge of functions, linear functions, transformations and solving, modeling two-variable data, sequences, systems of equations, congruence and coordinate geometry, exponential functions, inequalities, functions and data, constructions and closure.

Integrated Math II /Honors Integrated Math II (replaced Geometry/Hon. Geometry in 2015-2016)

Core/College Preparatory

UC approved but not as an honors course

2 Semesters. Prerequisite course: Passing grade in Integrated Math I or equivalent.

Integrated Math II is the second of a three-year integrated math sequence that will help students see the relationships between algebra, geometry, and statistics. This class completes

the geometry curriculum in the first semester, and then completes the second semester of algebra. The geometry portion of this class includes similarity, polygons, circles, areas, volumes, and an introduction to right triangle trigonometry. The algebra portion includes an introduction to functions, imaginary numbers, higher order polynomials, graphing of functions, and irrational expressions.

Integrated Math III (replaced Algebra 2 in 2016-2017)

Core/College Preparatory

UC approved but not as an honors course

2 Semesters. Prerequisite courses: Passing grade in Integrated Math I and II or equivalent.

Integrated Math III is the third course of a three course sequence that includes Integrated Math I, II, and III. This course uses a problem-centered approach and is integrated with the other core content courses including English, science, and social science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra I, Geometry, Algebra II, and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

Precalculus

Core/College Preparatory

UC approved

2 semesters. Prerequisite: A grade of C- or better in Integrated Math III.

In this course, students cover the algebraic, exponential, logarithmic, and trigonometric functions and their graphs, as well as analytic geometry, in preparation for a course in calculus. The main focus is to build a solid background in the mathematics needed to study and apply calculus to real world problems.

Calculus AB

Core/College Preparatory

UC approved

2 semesters. Prerequisite: Integrated Math 3 and/or Precalculus.

This class is for students who have completed Precalculus with a "C" or higher, and demonstrated abilities to begin handling college-level coursework, but with a slower pace. Students will be exposed to higher level topics in mathematics that cannot be covered in precalculus, as well as learning new tools and strategies to analyze and interpret functions of graphs with various techniques. By the end of the course, students will be able to identify the limits of functions, determine continuity, use differentiation to identify important criteria (tangent lines, rates of change), use integration techniques to identify the area of functions between two regions, and use different calculus strategies to determine solutions of sequences (Riemann Sums, Trapezoidal Rule, Mean Value Theorem).

AP Calculus AB

Core/College Preparatory

UC approved

2 semesters. Prerequisite: 4 years of high school math courses and teacher recommendation.

Calculus AB prepares students for the AP Calculus AB Examination topics of elementary functions and differential and integral calculus. Other topics include functions, graphs, limits and continuity, derivatives of basic functions, applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, applications of integration, geometric interpretation of differential equations via slope fields, and L'Hopital's rule.

Statistics and Probability

Core/College Preparatory

UC approved

2 semesters. Prerequisite: Integrated Math I.

Statistics and Probability strengthens students' conceptual knowledge of designs of experiments, descriptive statistics, correlation and regression, probability, chance variability, sampling, chance models, and tests of significance. This course satisfies the California Common Core Standards for statistics and probability and is primarily intended for students in the 11th and 12th grades. Students are exposed to non-routine problems that encourage transference and extension. These problems often require students to work collaboratively to produce a variety of outcomes and representations (reports, diagrams, models and presentations). Students will be exposed to models of real-world situations and asked to create their own. Manipulatives, news articles, technology, graphs, charts, and diagrams will help students see the connections between different sections of the test and realize that many connections exist between different topics in mathematics and to other disciplines.

History/Social Science**World History/Honors World History**

Core/College Preparatory

2 semesters. No prerequisite.

This intensive year-long course covers modern world history, focusing on the development of western civilization and nations, and their relationship to the development and foreign policy of the United States. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today are directly related to the past. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues.

AP European History

Core/College Preparatory

UC approved

2 semesters: Prerequisite: Teacher recommendation and a placement exam.

The AP European History course is designed to give students a rigorous, college-level exposure to European history, giving students the analytic skills and factual knowledge necessary to deal

critically with problems and materials in European history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course will survey significant events, themes, and periods in European history with supplementary readings in the form of documents, essays, or books. This course examines the evolution of European history from the late-Middle Ages to the present. Since the AP curriculum demands higher-order thinking, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

U.S. History/ Honors U.S. History

Core/College Preparatory

UC approved

2 semesters. Prerequisite: for Honors, teacher recommendation.

This course covers a broad range of history, beginning with enlightenment influences of the founding institutions and concluding with the Reagan Revolution. The course makes history comprehensible to all learners by presenting the material through a combination of oral, text, graphics, and video input. The content is aligned to California History/Social Science standards. Students engage in an in-depth exploration of U.S. history to appreciate how their place in the U.S. today was shaped by events that predated them. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today derive from the past. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues. A significant portion of classroom instruction is devoted to developing logical thinking by posing questions and eliciting answers. Students are given many opportunities to read, analyze, and write about historical documents.

AP United States History

Core/College Preparatory

UC approved

2 semesters. Prerequisite: Teacher recommendation and placement exam.

This AP United States History course is designed to give students a rigorous, college-level exposure to United States history. It will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course will survey significant events in U.S. history with supplementary readings in the form of documents, essays, or books on special themes. This course examines the evolution of the American republic from the initial European incursions into North America to the present. Since the AP curriculum demands higher-order thinking, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

United States Government and Politics

Core/College Preparatory

UC approved

1 semester. Prerequisite: open to Seniors only.

This course teaches the philosophy and processes of the different levels of our government. The class will focus on the following units: Basic Government Theory, the U.S. Constitution, Federalism in the United States, the Three Main Branches of our National Government, Civil Rights, Civil Liberties, and Political Parties. The main goal of the class is to transform each student into a more politically aware and responsible citizen. After the class, each student will be prepared to be an informed voter and willingly participate in our political process.

AP United States Government and Politics

Core/College Preparatory

UC approved

2 semesters. Prerequisite: open to Seniors only; teacher recommendation and placement exam.

AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course is designed to prepare students for the AP Exam. The major units of the course are: Constitutional Underpinnings, The Four Main Institutions of Government, Civil Rights and Civil Liberties, American Political Culture and Public Opinion, Political Participation, Political Parties, Interest Groups, the Media, and Public Policy. This course will also cover economics and therefore fulfills the economics graduation requirement as well.

Latin American Studies

Elective/College Preparatory

UC approved

1 Semester. No prerequisite.

This course examines the discovery and colonization of Spanish-speaking Latin America and the subsequent rise of nation states in Central and South America from Mexico to Chile and Argentina. The course emphasizes the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years, and also examines how Latin American people have attempted to understand themselves and their civilization in the same time period. Contemporary Latin American authors are studied to understand the nature of this struggle throughout the region.

Science

Environmental Science/Honors Environmental Science

Elective/College Preparatory

Core/College Preparatory for Honors

UC approved but not as an honors course

2 semesters. No prerequisite.

This course is designed to cover a variety of topics within the sciences. The goal is to provide students with the scientific principles, concepts and methodologies required to understand the

interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risk factors of these problems, and to examine alternative solutions for resolving or preventing them. Emphasis in this class is placed on science as a process, energy conversions underlying all ecological processes, the Earth as an interconnected system, how humans alter the environment, environmental problems and their social context and developing sustainable practices. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science. Students in the honors class will be required to read documents at a higher Lexile level than students in the non-honors class. Furthermore, students in the honors class will be required to answer questions that require an increased depth of knowledge.

Biology/Honors Biology

Core/College Preparatory

UC approved for both

2 semesters. Prerequisite for the Honors Biology: Teacher's recommendation and at least a B-grade in Environmental Science.

Biology is a laboratory science course that utilizes a conceptual approach to teach the study of living things. Concepts covered include but are not limited to life's diversity, cells, heredity, energy and matter, organization of living systems, evolution, physiology, the biosphere, and ecological principles. Students will be required to complete laboratories, apply scientific methods, and write comprehensive laboratory reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

AP Biology

Core/College Preparatory

UC approved

2 semesters. Prerequisites: Biology and Integrated Math 1 and 2

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas that encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. These are: (1) The process of evolution explains the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological systems interact, and these systems and their interactions possess complex properties.

Chemistry/Honors Chemistry

Core/College Preparatory

UC approved for both

2 semesters. Prerequisite for Honors Chemistry: Teacher's recommendation and at least a B-grade in Biology.

This course is based on the Chemistry in the Community course developed by the American Chemical Society. The course explores chemistry as it relates to household, local, and global

environments. Chemistry is a laboratory science that allows students to understand concepts using a hands-on approach. Students are expected to follow scientific methods when performing laboratories and completing lab reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

Anatomy and Physiology/Honors Anatomy and Physiology

Core/College Preparatory

UC approved for both.

2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of B or better in Biology and Chemistry is strongly recommended.

Anatomy & Physiology is presented using two major unifying themes. First, structure and function complement one another in the normal, healthy human body. Second, nearly all structure and function in the body can be explained in terms of keeping conditions in the internal environment relatively constant in homeostasis. Repeated emphasis of these principles encourages students to integrate otherwise isolated factual information into a cohesive and understandable whole. As a result, anatomy and physiology emerge as living dynamic topics of personal interest and importance. The course will span all the systems of the body in health and cover some pathology.

World Languages Other than English

Spanish 1

Core/College Preparatory

UC approved

2 semesters. No prerequisite.

This course is designed to develop world language skills and to prepare students for living in a global society. Classroom instruction is designed to develop the ability to communicate in a second language by involving students in communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills. Students will learn the target language in a contemporary cultural context.

Spanish 2

Core/College Preparatory

UC approved

2 semesters. Prerequisite: C or better in Spanish 1, Teacher Recommendation and/or Spanish Placement Test.

This second year course is designed to further enhance world language skills and to prepare students for living in a global society. Classroom instruction is designed to increase the ability to communicate in a second language by involving students in communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills. Students will learn the target language in a contemporary cultural context.

Spanish 3

Core/College Preparatory

UC approved

2 semesters. Prerequisite: C or better in Spanish 2, Teacher Recommendation and/or Spanish Placement Test.

This elective course reviews and broadens grammatical concepts of the Spanish language through practice of more complex structures and more extensive vocabulary. Spanish 3 provides further opportunity to practice the four basic language skills. The course increases emphasis on speaking, reading, writing, and listening, and continues to present information pertaining to the life and culture of the people. The course is conducted primarily in the Spanish language.

AP Spanish

Core/College Preparatory

UC approved

2 semesters. Prerequisite: B or better in Spanish 3 and Teacher recommendation.

This course reviews and expands course work from the first three years. The emphasis of this course is to prepare for the AP Spanish Language and Culture Examination. It reviews and broadens grammatical concepts of the Spanish language. It continues to provide practice in the four basic language skills. It maintains emphasis on speaking, reading, writing, and listening. The basic study of literature is begun at this level. It continues to present information pertaining to the life and culture of the people portrayed in literature. Spanish is spoken. The course is conducted primarily in the Spanish language.

Visual and Performing Arts

Art 1: A Visual Journey

Core/College Preparatory

Meets the UC and Cal State VPA Requirement

2 semesters. No Prerequisites.

Art 1 is a survey course for beginning art students. Students will create original works of art in both 2- and 3-dimensional designs in a variety of media. Some of the materials used in the course are charcoal, ink, pencil, watercolor and mixed media collage. Students will apply goal setting and problem solving skills in the completion of their assignments, so creative solutions will be met on deadline. Throughout the two semesters, students will have the opportunity to read and write about artists, time periods and apply critical thinking skills in the writing about and the discussion of works of art. Art 1 is a discipline-based course that is designed to meet the California Content Standards required for the Visual Arts in the Proficient Category.

Drawing and Painting

Core/College Preparatory

Meets the UC and Cal State VPA requirement

2 semesters. Prerequisite: Art 1 A & B.

Drawing and Painting is an advanced art class in which students will apply what they learned in Art 1 to more challenging assignments in the area of two-dimensional art. Students will create

works of art of acceptable quality using the techniques of graphic drawing, pen and ink, colored pencil, watercolor, tempera paint and multi-media collage. Drawing and Painting is a discipline-based course designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

AP Art History

Core/College Preparatory

UC approved; meets the UC and Cal State VPA requirement

2 semesters. Prerequisite: Art 1 A & B.

Art History is a two-semester chronological survey of Western art and an overview of art and ideas outside the Western tradition. Beginning with Pre-historic and ending with Post-modernism, students will study ideas and trends influencing artists from ancient times to the present day. Art will be viewed both as an expression of culture and as an exchange of cultures. This course includes the investigation of art and art history through slides, films, reading, field trips, and writing and art projects. Studio projects will provide exploration of historic media and methods and an understanding of the creative process. Art History is a discipline-based course designed to meet the California Content Standards in the Visual Arts in the Proficient Category.

AP Studio Art: Drawing

Core/College Preparatory

UC approved; meets the UC and Cal State VPA requirement

2 semesters. Prerequisites: Art 1 A & B, Drawing and Painting A & B, and Teacher recommendation.

AP Studio Art is a college-level course for students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. The course will encompass various techniques and drawing media, expansion of foundation skills, and the development of personal style and themes (voice) shown in artwork, thinking and articulating personal ideas in writing and in verbal critique. Discussion with the teachers, peers and other mentor groups, expanding one's knowledge of artists and art history will be demonstrated during the year through research and oral presentations. Student work will be presented during the year and exhibited in the annual student art exhibit. Drawing media employed will include pencil, charcoal, ink, pastel; also used will be printmaking, painting and other forms of expression. This course is designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

Exploring Graphic Design

Elective/College Preparatory

UC approved

1 Semester: Prerequisite: One semester of Drawing and Painting.

The Graphic Design course is intended for the skilled and motivated digital and visual art student who is interested in producing college-level photographs and photography-based projects and mastering the principles of design while developing a personal vision using advanced compositional techniques and concepts. Students will view digital photography as an art form, using the image as ground for a collage, manipulation, and current software techniques that place photography within contemporary artistic practices that blend ideas with technology. The course will focus on developing a deeper understanding of how the elements

and principles of design are expressed using digital imagery for student artist to create their own consistent “voice” and artistic style. Students will use the critique process as a method for evaluation as well as idea generation for current and future work. Over the course of the school year, students should be able to produce a variety of quality digital-based works that show advanced knowledge and skill through their own point of view.

3-D Design

Elective/College Preparatory

UC approved; meets the UC and Cal State VPA requirement.

2 semesters, no prerequisite.

In 3-D art, we begin by learning how to draw in order to express what we see. Drawing is an essential foundation to the art making process and provides us with a new way of seeing. Through practice, we will develop an “artist lens” to explore sculpture through the use of many different materials. Art will consist of studio time to work on projects, along with demonstrations, lectures, and critiques. The fundamental “building blocks” of any artwork are known as the *elements of art* (line, shape, form, value, texture, color, space). The ways we organize the elements of art are known as the *principles of design* (balance, contrast, dominance, emphasis, repetition, rhythm, variation, unity, subordination, movement). We will observe the elements of art and principles throughout the year. The units explored in 3-D art are Drawing into Sculpture, Bookmaking, Assemblage Art, Craft, Paper Mache, Soft Sculpture and Loom Beading.

Miscellaneous Electives and Non-Core Courses

Becoming a Man

Non-core/College Preparatory

Elective

UC approved History/Social Science elective

1 Semester. No prerequisite.

The purpose of this class is to study and reflect on the meaning and application of masculine life in our society. The goal is for each student to emerge from the class with a proper understanding of the strengths and weaknesses of manhood. Manhood will be covered from multiple angles: Anthropology, Biology, Psychology, Sociology, History, and Media/Art. Each student’s personal view of manhood will be blended into a broader perspective while he or she completes the major projects for the class.

Chicano Power, Civil Rights, and the Birth of Rock and Roll

Elective/College Preparatory

UC approved History/Social Science elective

1 semester. Prerequisite or co-requisite: U.S. History.

This course critically evaluates civil rights and music in the 1950s and 1960s. The Chicano, African-American, and women’s civil rights movements, as well as the “hippie” counterculture, receive principal focus. The course uses both primary and secondary sources to demonstrate the political and social changes in American during these decades. Video and music samples supplement written material. Students participate through classroom discussion, independent

research, and pupil-created PowerPoint presentations. By illuminating the fifties and sixties in a thematic, side-by-side comparison, students realize the dynamic cultural and historic transformation during this period. Students also develop research skills, increase computer literacy, and master critical reading and writing.

Criminology

Elective/College Preparatory

UC approved History/Social Science elective

1 Semester. Prerequisite: Juniors or Seniors; must have passed or be concurrently taking U.S. History A.

This course is an introductory course in which students study the topic of criminal justice from the following perspectives: Historical, Sociological, Psychological, Political, Economic, Practical, and Ideological. The class will focus on topics such as the History of Criminal Justice, Constitutional Underpinnings of American Law, Structure of Criminal Trials, Basics of Law Enforcement, Felonies and Misdemeanors, Basics of Corrections, Civil Liberties vs. Criminal Justice, and Social Deviance.

Freshman Seminar

Non-core/ Required

UC approved

2 Semesters. No prerequisite.

The goal of Freshman Seminar is to prepare each student academically for a successful high school career at Central City Value High School. Upon completion of this course, students will have a thorough understanding of the five core values of the school. Students will explore their attitudes and beliefs about education and their responsibility to themselves, their families, and their community. Students will demonstrate the ability for goal setting, time management, note-taking, public speaking, peer learning, communicating with teachers and peers, listening skills, and critical writing and thinking skills. These skills will empower students to become self-advocates throughout high school, for a successful college experience, and as life-long learners.

History of Film

Elective/College Preparatory

UC approved History/Social Science elective

1 Semester. No prerequisite.

This course examines film-making from the 1800s through the present. Its main objective is to familiarize students with the history of American film, with a special focus on films that have been culturally and aesthetically influential. The course examines the history of American cinema from the invention of the movie camera to the silent era, the era of the studio monopolies and the contemporary blockbuster. Films will be studied for their artistic, cultural, and historical meanings. Screenings will include films from all genres (dramas, comedies, musicals, film noir, westerns, science fiction, etc.) and by directors such as Charlie Chaplin, Victor Fleming, Michael Curtiz, Orson Welles, Stanley Donen, Gene Kelly, Alfred Hitchcock, Francis Ford Coppola, Steven Spielberg, George Lucas, etc. Students will also learn how to interpret film form (narrative structure, storytelling modes, etc.) and style (lighting, staging, acting, camerawork, editing, sound, etc.). This course provides a foundation of knowledge for

aspiring movie makers, for students interested in further film study, and for those who simply desire a deeper appreciation of American cinema and mass culture.

Improvisation and Sketch Comedy

Core/College Preparatory

UC approved interdisciplinary elective

2 semesters, no prerequisite.

This course will outline guidelines and techniques for Long Form Improvisation as it is taught at the Upright Citizen's Brigade Training Centers and performed at the Upright Citizens Brigade Theatres in New York and Los Angeles. Students will adhere to a set of clear guidelines as they work together with other improvisers to build a comedic scene with scene partners. Students will learn the concept of "Game," which is the single specific idea that makes a scene funny. This course will also teach students how to write and perform sketch comedy. Students will learn to write sketches in a variety of formats, working alone or with others. Students will discuss, analyze, rehearse and perform scripted and improvisational scenes and monologues. They will also learn the history of improv and sketch (Monty Python, Kids in the Hall, Saturday Night Live, The Family, Improv Olympics, etc.). Students will design their own theatrical sets and create advertisement posters for their comedy shows.

Introduction to Psychology

Elective/College Preparatory

UC approved History/Social Science elective

2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of C or better in Biology and in English classes.

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course is intended to provide an academic introduction to the field. Students will study each of the major sub-fields within psychology and will also learn about the methods that psychologists use. The course format is lecture and discussion, with reading, observation and writing required. Students will also conduct and present their own research projects. The course follows many of the recommendations and standards proposed by the American Psychological Association for the teaching of high school psychology. A comprehensive final exam will be given at the end of each semester.

Introduction to Women's and Gender Studies

Elective/College Preparatory

UC approved interdisciplinary elective

1 semester. No prerequisite.

The goal of this class is to provide students with an analytical lens that they can use to understand the social construction of gender and sexuality. The course will begin by analyzing the construction of gender and how it intersects with power, oppression, class, age and sexual identity. The course will then focus on analyzing how gender and sexuality affect privilege and oppression, and the relationship of those concepts to the nation's perception of the female gender, body and beauty. The class will highlight and follow the development of women in popular culture to focus on how gender has been and is currently presented. This course will

allow students to critically think about how the concepts of gender and sexuality play out in people's daily lives, institutions and media.

Life Skills

Elective

1 Semester. No prerequisite.

The primary goal of this course is to facilitate decision-making and other skills related to post-secondary success. Students will also learn about college entrance requirements and steps to succeeding in higher education. Topics include goal setting, selecting a college major and classes, and acquiring financial aid.

Principles of Economics

Elective/College Preparatory

UC approved History/Social Science elective

1 semester. Prerequisite: open to Seniors only.

This course provides students with an understanding of economic theory, culture and modern practice in all global regions. The course covers both macroeconomic and microeconomic principles. It focuses on these main units: Goods vs. Services, Scarcity and Utility, Economics as Decision Making Process, Different Types of Economies, Role of Government in Economics, Supply and Demand, Equilibrium and Elasticity, Business Structures, Aggregate Economic Indicators, Inflation, and National Economic Trends. The main goal of the class is to educate each to become a more economically aware and financially responsible citizen.

Public Speaking

Elective/College Preparatory

UC approved interdisciplinary elective.

1 Semester. No prerequisite.

The primary goals of this course are to make students confident public speakers, critical thinkers and life-long learners. In this course, students will overcome any public speaking apprehension and will learn how to be an effective public speaker. Students will research speech topics, study the theories and principles of effective communication, and critically evaluate their own speech performances and the performances of others.

SAT Prep

Non-Core/Elective

1 Semester: Open to juniors and seniors only.

The SAT Prep course is a semester long course designed to facilitate college admission for juniors and seniors by preparing them to take the SAT. Students use an SAT Prep book, as well as several online and additional resources to learn skills and strategies to practice and prepare for the SAT. Half of the course focuses on the Math section, where students review key concepts such as numbers and operations, algebra and functions, geometry and measurement, and statistics and probability. The other half of the course focuses on the Critical Reading section and the Writing section of the exam. In the Critical Reading section of the course, students learn vocabulary and strategies to tackle the sentence completion and passage-based reading questions. In the Writing section, students learn strategies to identify sentence error

types, improve sentences and paragraphs, and write essays. Students also learn time management and test-taking strategies.

PE 1: Fitness and Health

Core/Non-college preparatory

2 Semesters. No prerequisite.

This is a required course with the primary goal of developing physical fitness and healthy living by raising awareness and encouraging students to make informed and intelligent lifestyle choices. Students will engage in a variety individual and collaborative activities, and will track their physical fitness growth. Students will also cover health issues including nutrition, sexually transmitted diseases, and healthy lifestyle choices.

PE 2: Fitness and Health

Core/Non-college preparatory

2 Semesters.

This is a required course in which the primary goal is to continue the development of physical fitness and healthy living awareness begun in PE 1 to encourage students to make informed and intelligent lifestyle choices. Students will engage in a variety individual and collaborative activities, and will track their physical fitness growth. Students will also cover health issues included but not limited to nutrition, sexually transmitted diseases, and healthy lifestyle choices.

Introduction to Computer Science (online course offered by Edhesive.com)

Elective/College Preparatory

UC approved

2 semesters. Prerequisite: Passing grade in Integrated Math I.

Introduction to Computer Science is an interactive introductory course for students new to programming that teaches the foundations of computer science using the Python language. This year-long course prepares students for AP Computer Science A and AP Computer Science Principles and teaches students how to think computationally and solve complex problems. The course includes web-based video classes, activities, and practice exercises; regular quizzes, projects and exams, with substantial online support.

AP Computer Science (online course offered by Edhesive.com)

Elective/College Preparatory

UC approved

2 semesters. Prerequisite: Grade of B or better in Introduction to Computer Science and Teacher recommendation.

AP Computer Science teaches fundamental programming topics including problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first-semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so

that students can apply programming tools and solve complex problems. This course will prepare students for the end-of-course AP Exam.

English Enrichment

Non-core/Required for certain students

ELD class

2 semesters. Prerequisite: None

Designed for English Learners, this class allows students to continue their English language development. Targeted instructional routines for vocabulary, writing, speaking, and listening help English Learners master the Common Core State Standards. By completing the reading and writing assignments, and through in-depth feedback, students will become empowered, independent learners with the skills and knowledge to succeed throughout high school and college.

Resource Lab

Non-core/Elective

1 semester. Prerequisites: None

During resource lab, students practice their reading and writing skills, as well as their oral language skills. This class is used to help support a few students with IEPs in a small group setting and to exercise ELA skills in a casual and pressure-free environment. Students start the class with a journal entry based on a teacher prompt. The students share afterwards by giving an oral summary. The next activity involves reading an interesting Newsela article independently and taking a quiz on it. Video is also used in the resource lab. Students have the rest of the period to catch up on homework, with the teacher available to assist with assignments if needed.

Intervention and enrichment programs

Student Success Program

The Student Success Program (SSP) at Central City Value identifies, challenges, supports and follows students who are struggling academically or behaviorally. The Five Values provide the framework for intervention, discussion and change.

The SSP has three tiers and a Pre-Tier 1 warning stage. Once identified as needing SSP services, a student stays in an assigned tier for one or two 6-week blocks, depending on the tier.

Teachers who observe that a student is displaying academic or behavioral difficulties convey that observation to the SSP Coordinator. A student who is displaying these difficulties in two or more classes may be given an SSP warning or be placed in the Tier 1 level of intervention, depending on the severity of the situation.

Pre-Tier 1 Warning. On the recommendation of two teachers or administrators, a student whose GPA falls below 2.5 or who is failing two or more classes may be given an SSP warning. These students are directed to attend teachers' office hours for the classes they are failing, and meet with the SSP Coordinator and teachers to discuss informally elements of the Rtl program that might get the student back on track.

Tier 1. Students are placed in Tier 1 if they meet two or more of the triggering criteria: (1) GPA falls below 2.0; (2) failing two core classes; (3) referral by two or more teachers/administrators (4) excessive absence or tardiness; (5) student is in jeopardy of failing to meet graduation requirements.

In Tier 1, staff members focus on Value #2, which emphasizes reaching one's potential. They help the student identify hindrances to success. The following approaches are used to help students reach their potential:

- The student meets with the SSP Coordinator during Sustained Silent Reading period once per week, at which time the SSP Coordinator checks in on student's class grades, GPA, attendance, and behavior reflections.
- Once problems are identified, the student is given tools to overcome issues that can be addressed immediately.
- The SSP Coordinator and the student develop a plan for success, which the Coordinator distributes to classroom teachers and advisor.
- The parent is notified of the SSP placement and has an opportunity to comment on the plan.
- After a 6-week block, student progress toward reaching goals is evaluated by a team of 3 teachers, the SSP Coordinator, advisor and the student.
- If sufficient progress has been made, the student is removed from SSP but monitored for continued success.
- If insufficient progress has been made, the student is provided with increased interventions.

Tier 2. This level of support is for students who do not display sufficient improvement in the identified academic or behavioral issue(s) after one six-week block of intervention. Tier 2 provides more intensive intervention, including parental consultation, more frequent progress assessment, and longer time in tier. Students stay in this tier for at least two blocks before they are eligible to move to another tier.

In Tier 2, the following approaches are used to help students move up to Tier 1 and reach their potential:

- The student and parent attend the "Living the Values" meeting at the end of weeks 1, 2, 4 and 5.
- The student meets twice weekly with the SSP Coordinator either before or after school to discuss goals, interventions provided, and overall progress.
- Students are given academic skills supports through in-class small group intervention, after-school tutoring, and access to technology-based skill building programs.
- The student is monitored for progress by the SSP Coordinator, all classroom teachers, advisor and the student.
- A student who demonstrates progress returns to the Tier 1 intervention level and is monitored for continued success.

- A student who does not demonstrate progress is referred for more intensive evaluation and interventions.

Tier 3. Students who need more regular, more frequent, or more intensive intervention than those in Tier 2 are assigned to Tier 3. The SSP Coordinator and a special education professional plan and implement more intensive supports. Students are supported at this level for three consecutive blocks and must demonstrate success before becoming more independent.

In Tier 3, the following approaches are used to provide extra help for students:

- An SSP meeting takes place at the start of each block.
- The SSP Coordinator meets with the student twice a week (once before or after school and once during the school day).
- A special education professional observes the student in the classroom once or twice during each block, shares observations with the team and makes recommendations.
- The student chooses a mentor teacher to meet with regularly for support and guidance.
- The student and at least one parent meet every six weeks with an administrator. In these meetings, the administrator uses a values-based structure to clarify expectations for the student, discuss progress, identify successful behaviors, and consider supports that may be available at home.
- The student may be recommended for individual or group counseling to improve pro-social behaviors and explore hindrances to success.
- If a disability or untreated mental health issue is suspected, the student is referred to a special education professional or counselor for further screening or evaluation.
- At the end of each block the student's progress is evaluated by the student, the SSP Coordinator, all relevant classroom teachers, the advisor, the mentor teacher, and sometimes a counselor. Students making significant progress move back to a less intensive level of intervention and are monitored for future success. Students not demonstrating significant progress may be recommended for further evaluation by a special education professional to explore the possibility of a more serious condition or disability.

Reaching one's potential is a lifelong process. At every step of the Student Success Program, students are encouraged to be agents of their own change and growth. As positive behaviors increase, students gain more power over their choices and consequences. The SSP team is there to guide, support, encourage and model at the level needed for each student.

Enrichment opportunities for all students

Central City Value High School provides enrichment opportunities for all students to become well rounded people. These opportunities include exposure to the fine arts, cultural activities, career and college preparation supports, and other extracurricular experiences. For example, Central City Value takes students to the Los Angeles World Affairs Council, to art museums including MOCA and the Getty Museum, the GRAMMY Museum, and to plays and musicals at

the Music Center and the USC drama department. These activities are frequently linked to the curriculum to deepen students' understanding of topics they are currently studying. For example, students in the Chicano Studies class might tour architecture reflecting that culture, art classes visit local museums, social studies students go to events at the World Affairs Council. Consistent with Central City Value's emphasis on higher education, beginning in their freshman year, every student has the chance to tour at least one and often several 4-year colleges or universities.

On-campus enrichment events include a schoolwide talent show, a Winter Art performance, and etiquette classes. Motivational guest speakers are brought in to speak to the students about their goals and future, offer advice on higher education and careers, and encourage them to deepen and broaden their studies.

Curricular and Instructional Materials

While subject to change as new materials become available, following are the texts, supplemental texts, and other instructional materials Central City Value teachers expect to use during the charter term.

English Language Arts

English 9

Monster

Princess

Night

Always running

Honors English 9

Night

Always Running

Invisible Man

Othello

Lucia Long Journey Home

Escape from Camp 14

Supplemental texts for English 9 and Honors English 9

To Kill a Mockingbird

Miscellaneous rhetorical essays, speeches, and primary source texts

English 10

I Know Why the Caged Bird Sings

The Perks of Being a Wallflower

Things Fall Apart

Speak

El Salvadoran Stories of War and Hope

Hispanic American Literature, Glencoe/McGraw-Hill

Honors English 10

Catcher in the Rye

Macbeth
Antigone
Oedipus
Testimony – Death of a Guatemalan Village
Hispanic American Literature, Glencoe/McGraw-Hill
Supplemental texts for English 10 and English 10 Honors

Animal Farm
I Know Why the Caged Bird Sings
Catcher in the Rye
The Perks of Being a Wallflower
Oedipus
Antigone
Things Fall Apart
Glencoe/McGraw-Hill Hispanic American Literature

English 11

The Great Gatsby
The Kite Runner
Hamlet
The Scarlet Letter

Honors English 11

A Raisin in the Sun
The Scarlet Letter
The Great Gatsby
Hamlet

Supplemental texts for English 11 and Honors English 11

Miscellaneous rhetorical essays, speeches, and primary source texts
Holt Anthology American Literature 5th course
Holt Handbook 5th Course
Grammar Workbook, Prentice-Hall, 3rd ed.
SAT Vocabulary Building and Sentence Completion Workbook
The Scarlet Letter
A Raisin in the Sun
The Kite Runner
Hamlet
Glencoe/McGraw-Hill Hispanic American Literature

English 12

1984
Brave New World
Into the Wild
Expository Reading and Writing Course Student Reader, California State University Press

Honors English 12

1984
Brave New World

Into the Wild

Macbeth

Pygmalion

One Flew Over the Cuckoo's Nest

Supplemental texts for English 12 and Honors English 12

Miscellaneous rhetorical essays, speeches, and primary source texts

One Flew Over the Cuckoo's Nest

Native Son

A Midsummer Night's Dream

Fahrenheit 451

CSU Expository Reading and Writing

Expository Reading and Writing Course Student Reader, California State University Press

AP English Language and Composition

The Language of Composition: Reading, Writing, Rhetoric, Bedford/St. Martin's, 2nd ed.

Everything's An Argument, Bedford/St. Martin's, 7th ed.

Rhetorical Devices: A Handbook and Activities for Student Writers, Prestwick House, 2007

Expository Reading and Writing Course, The California State University

The Bedford Reader, Bedford/St. Martin's, 12th ed.

Albert.io

The Kite Runner

Outliers

The Great Gatsby

AP English Literature and Composition

Grammar Workbook, Prentice-Hall, 3rd ed.

SAT Vocabulary Building and Sentence Completion Workbook, Advanced College Prep, 2013

Albert.io

College Board AP Literature Vocabulary

Hamlet

The Awakening

Paper Towns

Into the Wild

Native Son

Antigone

Beloved

Mathematics

Math Enrichment

Depending on student level:

Core Connections Integrated I, College Preparatory Mathematics, CPM, 2015

Core Connections Integrated II, College Preparatory Mathematics, CPM, 2015

DreamBox.com

Integrated Math I

Core Connections Integrated I, College Preparatory Mathematics, CPM, 2015

Honors Integrated Math I

Core Connections Integrated I, College Preparatory Mathematics, CPM, 2015

Integrated Math II

Core Connections Integrated II, College Preparatory Mathematics, CPM, 2015

Honors Integrated Math II

Core Connections Integrated II, College Preparatory Mathematics, CPM, 2015

Integrated Math III

Core Connections Integrated III, College Preparatory Mathematics, CPM, 2015

Precalculus

Precalculus, Brooks-Cole, 9th ed.

AP Calculus AB

Calculus Early Transcendentals, W. H. Freeman; 1st ed.

Calculus AB

Calculus: Early Transcendental Functions, Cengage Learning, 8th ed.

Statistics and Probability

Statistics, W.H. Freeman, 2nd ed.

History/Social Science

World History

World History – Connections to Today, Prentice Hall, 2003

Honors World History

World History – Connections to Today, Prentice Hall, 2003

AP European History

A History of Western Society Since 1300, Bedford St. Martin, 11th ed.

U.S. History

America – Pathway to Present Modern American History, Prentice Hall, 2005

Honors U.S. History

The American Pageant, Houghton Mifflin Company, 15th ed.

AP United States History

The American Pageant, Houghton Mifflin Company, 16th ed.

U.S. Government and Politics

United States Government – Democracy in Action, Glencoe, 1st ed.

AP United States Government and Politics

American Government: Institutions and Policies, Houghton Mifflin Company, 10th ed.
Government by the People, Pearson, 25th ed.

Latin American Studies

Born in Blood and Fire: A Concise History of Latin America, W. W. Norton & Company; 4th ed., 2016

Science

Environmental Science

Environmental Science: Earth as a Living Planet, Wiley, 9th ed.

Honors Environmental Science

Environmental Science: Earth as a Living Planet, Wiley, 9th ed.

Biology

Biology, Miller & Levine, 2014

Honors Biology

Biology: California Edition, Pearson Education, 2007

Chemistry

Chemistry: Connections to Our Changing World, Prentice Hall, 2008

Honors Chemistry

Chemistry, Prentice Hall, 6th ed.

Anatomy and Physiology

Anatomy and Physiology, Thibodeau and Patton, 6th ed.

Honors Anatomy and Physiology

Anatomy and Physiology, Thibodeau and Patton, 6th ed.

World Languages Other than English

Spanish 1

¡Buen Viaje!, McGraw Hill, 2003

Vistas: Introduccion a la lengua espaniola, Vista Higher Learning, 2005

Spanish Two Years, AMSCO – School Publications, 2001

Spanish 2

Entre Mundos: An Integrated Approach to the Native Speaker, Pearson-Prentice Hall, 2nd ed.

Encuentros Maravillosos: Gramática a Través de la Literatura, Prentice Hall, 2nd ed.

AP Spanish, Preparing for the Language and Culture Examination, Pearson

Novels:

Mas allá de mí

Antes de ser libres

La leccion de August

Cuentos de Eva Luna

Devolver al remitente

Senderos fronterizos

Cajas de cartón

Spanish 3

Entre Mundos: An Integrated Approach to the Native Speaker, Pearson-Prentice Hall, 2nd ed.

Encuentros Maravillosos: Gramática a Través de la Literatura, Prentice Hall, 2nd ed.

AP Spanish, Preparing for the Language and Culture Examination, Pearson

Novels:

Mas allá de mí

Antes de ser libres

La leccion de August

Cuentos de Eva Luna

Devolver al remitente

Senderos fronterizos

Cajas de cartón

AP Spanish

Entre Mundos: An Integrated Approach to the Native Speaker, Pearson-Prentice Hall, 2nd ed.

Encuentros Maravillosos: Gramática a Través de la Literatura, Prentice Hall, 2nd ed.

AP Spanish, Preparing for the Language and Culture Examination Pearson

Novels:

Mas allá de mí

Antes de ser libres

La leccion de August

Cuentos de Eva Luna

Devolver al remitente

Senderos fronterizos

Cajas de carton

Visual and Performing Arts

Art: A Visual Journey

Arttalk, Glencoe-McGraw Hill, 2000

Drawing and Painting

Arttalk, Glencoe-McGraw Hill, 2000

AP Art History

Gardner's Art Through the Ages: A Global History, Wadsworth Publishing, 15th ed.

AP Studio Art: Drawing

Art Fundamentals: Theory and Practice, McGraw-Hill Education; 12th ed.

Exploring Graphic Design

Adobe Photoshop

3-D Design

Art Fundamentals: Theory and Practice, McGraw Hill, 12th ed.

Miscellaneous Electives & Non-Core Courses

Becoming a Man

Becoming a Man: Half a Life Story, Harper, 2004

Chicano Power, Civil Rights, and the Birth of Rock and Roll

The Sixties, Routledge, 2016

Criminology

Criminology Theories, Patterns, & Typologies, Wadsworth Publishing; 13th ed.

Freshman Seminar

Career Choices and Changes: A Workbook. Academic Innovations; 4th ed.

History of Film

Flashback: A Brief History of Film, Prentice Hall, 5th ed.

Improv and Sketch Comedy

Upright Citizens Brigade Comedy Improvisation Manual, Comedy Council of Nicea, 2013

Introduction to Psychology

Psychology, Myers, 7th ed.

Psychology – Study Guide, Myers 7th ed.

Introduction to Women's and Gender Studies

Gender, Race, and Class in Media: A Critical Reader, SAGE Publications, Inc; 4th ed., 2014

Principles of Economics

Economics – Today and Tomorrow, Glencoe, 1st ed.

Public Speaking

Public Speaking for College and Career, McGraw-Hill Higher Education; 10th ed.

SAT Prep

8 Practice Tests for the SAT, Kaplan Publishing, 2017

Introduction to Computer Science (online course offered by Edhesive.com)

Edhesive.com

AP Computer Science (online course offered by Edhesive.com)

Edhesive.com

English Enrichment

Middlebury Interactive Digital Course – English Language Learning

Rosetta Stone

Scope and Sequence

While students have some flexibility in when they take certain courses, the scope and sequence chart below lays out the typical availability of courses and the stage at which most students would take them.

CURRICULUM SCOPE AND SEQUENCE

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English Language Arts - All UC-B except those starred*							
English Skills Prep*	English Skills Prep*						
English Enrich	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*
English 9	English 9	English 10	English 10	English 11	English 11	English 12 ERCW	English 12 ERCW
Honors English 9*	Honors English 9*	Honors English 10	Honors English 10	Honors English 11	Honors English 11	Honors English 12	Honors English 12
				AP English Lang/Comp	AP English Lang/Comp	AP English Lit/Comp	AP English Lit/Comp
Mathematics - All UC-C except those starred*							
Math Enrichment*	Math Enrichment*	Math Enrichment*	Math Enrichment*	Math Enrichment*	Math Enrichment*		
Integrated Math I, II, or III	Integrated Math I, II, or III	Integrated Math II or III	Integrated Math II or III	Integrated Math II	Integrated Math II		
Honors Int. Math I, II, or III	Honors Int. Math I, II, or III	Honors Int. Math I, II, or III	Honors Int. Math I, II, or III	Honors Int. Math II	Honors Int. Math II		
		Precalc	Precalc	Precalc	Precalc	Precalc	Precalc
		Statistics	Statistics	Statistics	Statistics	Statistics	Statistics
				AP Calculus AB	AP Calculus AB	AP Calculus AB	AP Calculus AB
History/Social Science - All UC-A or G							
Freshman Sem	Freshman Sem	World History	World History	U.S. History	U.S. History	U.S. Gov't	U.S. Gov't
		Honors World History	Honors World History	Honors U.S. History	Honors U.S. History	Principles of Economics	Principles of Economics
		AP Euro History	AP Euro History	AP U.S. History	AP U.S. History	AP Gov't/Pol	AP Gov't/Pol
				Chicano Studies	Chicano Studies	Chicano Studies	Chicano Studies
				Latin American Studies	Latin American Studies	Latin American Studies	Latin American Studies
Science - All UC-D							
Envir'tal Sci	Envir'tal Sci	Chemistry	Chemistry	Chemistry	Chemistry		
Honors Envir'tal Sci	Honors Envir'tal Sci			Honors Chemistry	Honors Chemistry		
				Anat/Phys	Anat/Phys	Anat/Phys	Anat/Phys

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		Biology	Biology	Honors Anat/Phys	Honors Anat/Phys	Honors Anat/Phys	Honors Anat/Phys
		Honors Biology	Honors Biology	AP Biology	AP Biology	AP Biology	AP Biology
World Languages Other than English - All UC-E							
Spanish 1 or 2	Spanish 1 or 2	Spanish 1 or 2	Spanish 1 or 2	Spanish 1, 2, or 3	Spanish 1, 2, or 3	Spanish 1, 2, or 3	Spanish 1, 2, or 3
						AP Spanish Lang/Culture	AP Spanish Lang/Culture
Visual and Performing Arts - All UC-F							
Art 1	Art 1	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting
		Graphic Design	Graphic Design	Graphic Design	Graphic Design	Graphic Design	Graphic Design
				AP Studio Art	AP Studio Art	AP Studio Art	AP Studio Art
				AP Art History	AP Art History	AP Art History	AP Art History
				3D Design	3D Design	3D Design	3D Design
Electives - All UC-G except those starred*							
Freshman Seminar	Freshman Seminar	Life Skills*	Life Skills*	Life Skills*	Life Skills*	Life Skills*	Life Skills*
		Psychology	Psych	Psych	Psych	Psych	Psych
		Gender Studies	Gender Studies	Gender Studies	Gender Studies	Gender Studies	Gender Studies
				Becoming a Man	Becoming a Man	Becoming a Man	Becoming a Man
				Public Speaking	Public Speaking	Public Speaking	Public Speaking
				Criminology	Criminology	Criminology	Criminology
				Intro Comp Sci	Intro Comp Sci	Intro Comp Sci	Intro Comp Sci
				AP Comp Sci	AP Comp Sci	AP Comp Sci	AP Comp Sci
				SAT Prep*	SAT Prep*	SAT Prep*	
		Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com
				History of Film	History of Film	History of Film	History of Film
				Yearbook*	Yearbook*	Yearbook*	Yearbook*
Physical Education/Fitness and Health							
Phys Ed 1	Phys Ed 1	Phys Ed 2	Phys Ed 2	Phys Ed 2	Phys Ed 2	Phys Ed 2	Phys Ed 2

Methodologies and Curriculum in Support of Content Standards

The administration and the academic lead teachers are responsible for the implementation of the Common Core State Standards (CCSS). Central City Value provides ongoing training in how to implement the standards, including workshops, online training, and off-site professional development in content and pedagogy. Department teams evaluate the effectiveness of curriculum materials and make materials recommendations to the administration before the budget is set for the following year.

The English curriculum in the 9th, 10th, and 11th grades at Central City Value High School targets the English Language Arts Common Core State Standards. Similarly, the Integrated Math I, II, and III (and corresponding Honors courses) curriculum is aligned to the Mathematics Common Core State Standards. Curricula for classes other than math and English integrate the literacy aspects of the Common Core State Standards.

In Central City Value science classes, the application of three-dimensional learning of the Next Generation Science Standards (NGSS) is designed to guide instruction in biology, chemistry, environmental science and physiology. The science curriculum facilitates student understanding of the world by including the three performance expectations of disciplinary core ideas, crosscutting concepts, and scientific and engineering practices. To achieve this, Central City Value aims to shift the traditional teacher-centered role to student-centered learning, fostering curiosity in students and allowing them to critically tackle phenomena related to science and engineering. The teacher serves as the facilitator who guides students into solving problems. Further, since the three-dimensional learning is designed to be progressive, building on ideas from the past, all science teachers will hold regular meetings to ensure that ideas covered in each class build upon one another, as students move on to the next grade level. Central City Value's Science Department will strive to allow students to seek knowledge, find evidence and test theories to gain a better understanding of scientific concepts, and will support professional development of teachers to attend NGSS trainings whenever they are available.

Technology-Related Skill Mastery

All classrooms at Central City Value High School have computers for student use, with a current schoolwide computer to student ratio of approximately 1.3 to 1. Basic computer literacy figures prominently in Freshman Seminar, a required first-year course. Students acquire proficiency in keyboarding, MS Word, MS PowerPoint and MS Excel or their equivalents. Students continue to use and practice essential computer skills throughout their tenure at Central City Value whenever their instructors deem it appropriate, such as using MS Word to write essays, MS PowerPoint when giving oral presentations, and MS Excel to perform calculations and create charts and graphs.

To prepare for computer-administered examinations such as the Smarter Balanced Assessments, all students in grades 10 – 12 also take certain semester exams on computers. Twice a year, teachers use PowerSchool-Assessment to prepare and administer Common Core/SBAC-aligned benchmark assessments using a computerized examination format similar to what students will encounter on state tests. To prepare students for the SBAC Math exam, Central City Value introduces graphing calculators early in the integrated mathematics sequence and requires their use in all math courses.

Graduation requirements

Central City Value’s curriculum is designed to ensure that students will acquire the number and type of units required and recommended by the University of California and the California State University. Central City Value requires a minimum of 230 units for graduation, with each course requiring a grade of “D” or better for credit toward graduation. The prescribed course of study is shown below:

Subject Area	California State Mandated Requirements for High School Graduation	UC Requirements for Freshman Admission	CSU Requirements for Freshman Admission	CCVHS Requirements for Graduation
English	3 years	4 years of approved courses	4 years of approved courses	4 years of approved courses.
Mathematics	2 years, including Algebra I beginning in 2003-04 (EC 51224.5)	3 years, including algebra, geometry, and intermediate algebra. 4 years recommended.	3 years, including algebra, intermediate algebra, and geometry	3 years of math classes, including Integrated Math II and III minimally.
Social Science	3 years of history/social science, including 1 year of U.S. history & geography; 1 year of world history, culture, and geography; and 1 semester each of American government and economics.	2 years of history/social science, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography.	2 years, including 1 year of U.S. history or U.S. history and government and 1 year of other approved social science.	3 years of history/social science, including 1 year of U.S. history & geography; 1 year of world history; and 1 semester each of American government and principles of economics.
Science	2 years, including biological and physical sciences.	2 years with lab required, chosen from biology, chemistry, and physics.	2 years, including 1 year of biological and 1 year of physical science with lab.	2 years, including biological and physical sciences, recommend 3 years.

Subject Area	California State Mandated Requirements for High School Graduation	UC Requirements for Freshman Admission	CSU Requirements for Freshman Admission	CCVHS Requirements for Graduation
		3 years recommended.		
World Languages	1 year of either visual and performing arts or world language other than English.	2 years in same language required. 3 years recommended.	2 years in same language required.	2 years in same language required.
Visual and Performing Arts		1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	1 year of visual and performing arts chosen from the following: our UC-approved VPA list.
Physical Education	2 years	None	None	2 years
Electives		1 year *	1 year *	1 year *

* Must be chosen from UC-approved academic courses in history, English, advanced mathematics, lab science, world language other than English, social science, arts, or interdisciplinary. For a course to count toward Central City Value's graduation requirement, the student must achieve a grade of "D" or better.

University of California "A-G" Requirements

Admission to the University of California requires a student to acquire 150 units, with a grade of "C" or better, in courses approved by the University of California across seven subject areas. Central City Value High School offers a broad range of courses sufficient to allow students to acquire these units, and advisors or counselors perform regular checks to ensure that students are on track. The following courses meet the University of California A-G requirements:*

A Requirement: U.S. History; Honors U.S. History; AP U.S. History; U.S. Government and Politics; AP U.S. Government and Politics; World History; Honors World History; Latin American Studies; AP European History

B Requirement: English 9; English 10; Honors English 10; English 11; Honors English 11; English 12; Honors English 12; AP English Language and Composition; AP English Literature and Composition; CSU Expository Reading and Writing

C Requirement: Integrated Math I; Honors Integrated Math I; Integrated Math II; Honors Integrated Math II; Integrated Math III; Honors Integrated Math III; Precalculus; Calculus; AP Calculus AB; Statistics and Probability

D Requirement: Biology; Honors Biology; AP Biology; Chemistry; Honors Chemistry; Anatomy and Physiology; Honors Anatomy and Physiology; Environmental Science

E Requirement: Spanish 1; Spanish 2; Spanish 3; AP Spanish Language and Culture

F Requirement: Art: A Visual Journey; Drawing and Painting; AP Studio Art: Drawing; Exploring Graphic Design; 3-D design; AP Art History

G Requirement: Principles of Economics; Introduction to Psychology; Chicano Power, Civil Rights, and the Birth of Rock and Roll; Introduction to Women's and Gender Studies; Becoming a Man; Criminology; Improv and Sketch Comedy; Introduction to Computer Science; AP Computer Science; Becoming a Man; Freshman Seminar; History of Film; Public Speaking

*Note: The University of California does not categorize 9th-grade classes as Honors classes in any subject area, but the courses count toward the overall A-G requirement. The Course List indicates the distinction between "UC-approved" and "UC-approved but not as Honors course."

California State University Requirements

The California State University system also prescribes the number and types of courses high school students should complete for admission and success in its universities. Students at Central City Value High School, with the assistance of teachers and counselors, should be prepared to meet these requirements; advisors under the supervision of the assistant principal perform quarterly checks on students' progress toward meeting the requirements and recommend schedule changes as necessary to reach them.

Course requirements for both the UC and CSU systems are posted on the Value Schools website and regularly disseminated to students and parents.

Credit recovery and support

Central City Value High School recognizes that certain students may have difficulty in a particular class or may suffer a traumatic event in their lives that may prevent them from passing a particular course. Parents are notified if their son or daughter has not received credit for a class and should make up the credits. A summer school program is held for students who need credit recovery. Students may also repeat a class during the following school year, or be referred to a community college for a make-up class. Students are also allowed to make up a course using GradPoint, an online platform that supports credit recovery.

The college counselor or faculty advisors provide individualized academic advising to all students to ensure they are meeting A-G requirements, helping students fill gaps as needed. While transfers in the senior year are uncommon, these students may have modified graduation goals and supports. Seniors at risk of not graduating are prioritized for academic advising, intervention, state-mandated high school exit exam support (if applicable), summer school, and credit recovery opportunities.

WASC Accreditation

Central City Value High School is WASC-accredited up until 2021, and will have a mid-term visit in 2018.

Parent Notification Regarding Course Transferability

Central City Value High School understands the importance of ensuring that the school and parents can communicate effectively about all issues, but especially about students' academic progress and requirements for university acceptance and attendance. The school has staff fluent in both English and Spanish (and other languages as necessary) to facilitate that communication, and uses interpreters when appropriate.

During the initial enrollment process, and at intervals throughout their students' high school years, Central City Value High School informs parents and guardians about the transferability of courses to colleges and universities and to other public high schools. The information is disseminated at parent meetings and sent home with students, included in the student/parent handbook, and posted on the school's website. Efforts are made to ensure that parents receive the information in the language of their choice.

Student/Parent/Advisor conferences are used to inform parents about their students' progress towards fulfilling graduation and university admission requirements, as are parent meetings held on several evenings throughout the year. Students at risk of not graduating receive special attention from advisors, appropriate interventions by the Student Support Program, and credit recovery opportunities. If a student is transferring into or out of Central City Value and the transfer might result in the inability to obtain the credits needed to graduate or gain admission to a California state university, the parents or guardians are advised about credit recovery options and what is required to meet graduation requirements. The school explains which course requirements the student is missing and suggests avenues by which the necessary units can be obtained. All parent meetings are held in English and Spanish or have translators as needed to ensure parents and administrators are able to communicate clearly.

Preparing for Higher Education and Careers (C/CI)

To meet the demands graduates will encounter in higher education and employment, Central City Value works to develop in students the skills they will need to survive and thrive in their lives after high school. Central City Value uses two primary vehicles for this: the Advisory Period (for all students) and the Life Skills course (an elective many students choose). Advisory teachers and the college counselors monitor student schedules and achievement. Individually and in groups, staff regularly stress to students that they should complete the University of California A-G requirements, take Advanced Placement courses and exams if possible, and do their best on all tests but especially the Smarter Balanced assessments.

The vast majority of students are expected to reach the “Prepared” level on the College/Career Indicator through a combination of (1) earning a high school diploma and (2) qualifying scores on Smarter Balanced summative assessments or AP examinations. Central City Value’s emphasis on meeting the A-G requirements will also result in a large group of students reaching “Prepared” status via the “A-G plus Smarter Balanced” or “A-G plus AP Exam” pathways.

Given its primary focus on university preparedness, its relatively small size, and resource constraints, Central City Value is not set up to provide full Career Technical Education pathways. Rather, it develops in students a broad range of academic and life skills in all students, and assists students who wish to pursue technical education either in a dual enrollment setting or upon graduation.

Regardless of the post-graduation route students plan to take, all students need the skills to be full participants in the workforce and the society. Accordingly, counselors are currently revising the Advisory curriculum to more systematically ensure that students acquire essential life/work skills. The program will be divided into differing tiers, specific to grade level. It will cover such topics as: graduation requirements and how to keep track of progress toward graduation; the importance of attending a college/university; different majors and careers; how to write a résumé and prepare for employment; basic business etiquette; business writing; self-awareness; and communication skills. The Advisory Program will be wide-ranging, drawing on outside professional resources as well as such online tools as Naviance, collegeboard.org; Khan Academy, Newsela, and scholarship websites. Central City Value administration will evaluate and revise the program in light of the Career/College Indicator, other college readiness and acceptance indicators, and alumni experience.

Academic Calendar

Central City Value High School Academic Calendar 2018-2019

Month	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTAL
JULY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
																0	0	0	0	0	0	0	0			0
																					PD	PD				2
AUGUST			1	2	3	6	7	8	9	10	11	12	13	14	15	20	21	22	23	24	27	28	29	30	31	
			0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
			PD	PD	PD																					3
SEPTEMBER						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	
						0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18
																PF										1
OCTOBER	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
			BD	BD	BD	PF																				1
NOVEMBER				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
				1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	16
																										0
DECEMBER	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					
	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
								SF	SF	SF																0
JANUARY		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
		0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18
																										0
FEBRUARY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
					1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
																										0
MARCH					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
					1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	14
																										1
APRIL	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
																										0
MAY			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	21
																										0
JUNE						3	4	5	6	7	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						PD																				2

KEY:

August 6 First Day of School
May 30 Last Day of School

School not in session

Teacher Meetings
1:37pm Dismissal

Holidays

Sept. 3 Labor Day
Nov. 12 Veterans' Day Observed
Nov. 19-23 Thanksgiving
Dec. 17-Jan 4 Winter Break
Jan. 14 Martin Luther King Day
Feb. 18 Presidents' Day
Mar 22 - 29 Spring Break
May. 27 Memorial Day

Quarter Dates

1st Quarter Aug. 6-Oct 5 (43 days)
2nd Quarter Oct. 9- Dec. 14 (43 days)
3rd Quarter Jan 7- March 15 (48 days)
4th Quarter March 19-May 30 (46 days)

SBAC Dates TBD

180 Student Days/Instructional Days
10 PD/PF Days

Parent Conferences

1st quarter Oct. 11-12
3rd quarter March 20-21

Professional Dev Days (PD)

July 30-August 3
May 31 and June 3

Pupil Free Days (PF)

Sept. 17
Oct. 8
March 18

Semester Finals (SF)

Dec 12-14
May 28-30

Benchmark Days (BD)

October 3-5
March 13-15

Other Days off

Bell Schedule

The school uses a rotating block schedule with A, B, and C days as delineated in the chart below. On Wednesdays the school has a different schedule, with shorter periods allowing for professional development in the afternoon.

Block Rotation

Day:	A	B	C
Session 1	1	5	3
Advisory	Adv	Adv	Adv
Nutrition	Nutrition	Nutrition	Nutrition
SSR/ELD	SSR/ELD	SSR/ELD	SSR/ELD
Session 2	2	6	4
Session 3	3	1	5
Lunch	L	L	L
Session 4	4	2	6

Bell Schedule for Mondays, Tuesdays, Thursdays and Fridays

Start	End	Session	Minutes
7:30 AM	8:48 AM	1	78
8:48 AM	8:54 AM	Passing	6
8:54 AM	9:14 AM	Advisory	20
9:14 AM	9:34 AM	Nutrition Break	20
9:34 AM	9:38 AM	Passing	4
9:38 AM	10:08 AM	SSR/ELD	30
10:08 AM	11:14 AM	Passing	6
10:14 AM	11:32 AM	2	78
11:32 AM	11:38 AM	Passing	6
11:38 AM	12:56 PM	3	78
12:56 PM	1:30 PM	LUNCH	34
1:30 PM	1:35 PM	Passing	5
1:35 PM	2:53 PM	4	78

Bell Schedule for Wednesdays

Start	End	Session	Minutes
7:30 AM	8:37 AM	1	67
8:37 AM	8:43 AM	Passing	6
8:43 AM	9:08 AM	Advisory	25
9:08 AM	9:28 AM	Nutrition Break	20
9:28 AM	9:32 AM	Passing	4
9:32 AM	10:39 AM	2	67
10:39 AM	10:45 AM	Passing	6
10:45 AM	11:52 AM	3	67
11:52 PM	12:25 PM	Lunch	33
12:25 PM	12:30 PM	Passing	5
12:30 PM	1:37 PM	4	67
1:50 PM	3:00 PM	Faculty Meeting	70

Bell Schedule for Half Days

Start	End	Session	Minutes
7:30 AM	8:25 AM	1	55
8:25 AM	8:30 AM	Passing	5
8:30 AM	8:45 AM	Advisory	15
8:45 AM	8:50 AM	Passing	5
8:50 AM	9:45 AM	2	55
9:45 AM	10:00 AM	Nutrition Break	15
10:00 AM	10:05 AM	Passing	5
10:05 AM	11:00 AM	3	55
11:00 AM	11:05 AM	Passing	5
11:05 AM	12:00 PM	4	55

Following are three sample schedules of currently enrolled students.

J. D. – Grade 12

Course	Room	Periods
Public Speaking	8	1
AP US Gov't A	8	2
Psychology A	19	3
AP Calculus-AB A	20	4
Honors Physio A	19	5
AP English Lit A	3	6
English Enrichment-SSR	8	SSR/ELD
Advisory-HR A	17	Advisory

S.S. – Grade 10 Early Advanced or Advanced EL Student

Course	Room	Periods
Spanish 1 A	21	1
World History A	23	2
Biology A	2	3
English 10 A	7	4
Phys Ed 10 A	CR	5
Integrated Math II	9	6
English Enrichment	6	N-Block
Advisory-HR A	2	Advisory

M.G. – Grade 11 Intermediate, Early Intermediate, or Beginning EL Student

Course	Room	Period
Spanish 1A	21	1
English 11A	11	2
English Enrichment A	7	3
US History A	12	4
Chemistry	4	5
Integrated Math III	13	6
Language Enrichment – SSR	4	N-Block
Advisory-HR A	22	Advisory

Grades	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 Parent Advisor Conference Days	Number of Instr. Minutes Per Parent Advisor Conference Days	Number of Benchmark-Exam Days	Number of Instr. Minutes Per Benchmark-Exam Days	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.
9	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221
10	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221
11	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221
12	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221

Professional Development

Teacher recruitment

Educators hired for Value Schools must have the professional training required to be able to recognize student needs, to identify materials and approaches likely to meet those needs, and to differentiate their instructional approaches to maximize student achievement. Central City Value High School seeks teachers who are committed to helping all students succeed, who understand and accept the five core values, and who are willing to collaborate with other faculty to create an exceptional school by instilling those values in their students. All teachers recruited for Central City Value must have the appropriate qualification for state credential requirements.

To recruit qualified teaching candidates, administrators at Central City Value will:

- distribute job announcements;
- post job positions on Internet websites (e.g., EDJOIN);
- attend job fairs in California;
- contact local universities' education programs; and
- maintain partner relationships with Teach for America and Loyola Marymount University.

The principal and a team of administrators, lead teachers, and core faculty with relevant knowledge interview promising candidates. Whenever possible, candidates are asked to provide a model lesson, either online or in person, to allow the interview team to assess the recruit's content knowledge and teaching skills.

Value Schools and Central City Value facilitate teacher recruitment and retention through:

- competitive salaries and benefits plan;
- periodic longevity salary increases;
- small campus settings;
- tuition reimbursement opportunities;
- opportunities for leadership roles; and
- traditions and appreciation celebrations that recognize teachers.

Continuing professional development

Central City Value encourages all teachers to continue their education by attending online and in-person graduate and post-graduate courses, workshops, and training throughout the year, including the summer months. An Academic Council assesses training needs, creates and oversees Central City Value's professional development program, and ensures opportunities are offered on multiple tracks:

CMO-wide education. Teachers Teaching Teachers (TTT) is a CMO-wide initiative that occurs twice during each academic year. TTT provides an opportunity for all faculty members at Value Schools to learn from each other on a range of topics common to all Value Schools and pervasive in the population they serve. These events operate to increase teacher knowledge and to build community across Value Schools, which enhances educational continuity from Kindergarten through high school graduation.

Single-campus professional development sessions. One afternoon per week (currently Wednesday) is set aside for on-site professional development and for teacher collaboration. Using a Professional Learning Communities model, teachers and administrators share their expertise with the rest of the teaching staff through in-house workshops.

One-on-one peer observation and coaching. Central City Value organizes peer observations as one way of ensuring that teachers are using the teaching techniques learned during professional development. The administration visits classrooms frequently to observe teachers applying these techniques.

Off-site specialty training. As desired and appropriate, Central City Value encourages and supports teachers who wish to attend courses and conferences and share their increased knowledge with the wider school community. Recent opportunities have included:

- CPM Math workshops
- Advanced Placement conferences
- California Association for the Gifted conferences

Before each school year begins, specific preparation and training sessions are scheduled for all teachers (and in some instances, all staff) to ensure proper delivery of the educational program and familiarity with required topics.

Professional Development Plan. For the 2018-19 school year, Central City Value's Professional Development Plan is:

1. Before school year begins, all staff members will attend training sessions on:
 - a. Curriculum, discipline, general staff expectations, schoolwide data trends, school culture and values.
 - b. Health, safety, and emergency procedures, including CPR and blood-borne pathogen avoidance
 - c. Child abuse detection and reporting
 - d. Youth suicide prevention
 - e. Brown Act requirements

- f. Any other mandated subject
2. During the school year:
 - a. Weekly professional development sessions (every Wednesday while school is in session) conducted, as appropriate, by the administration, lead teachers, and others with particular expertise. Topics and scheduling are structured according to need, with some sessions being relevant for all and some for more specialized groups.
 - b. Outside workshops and other professional development opportunities as approved by Administration.

Below are some of the professional development topics expected to be covered during the five-year charter term. In addition to the mandated sessions, topics scheduled for 2018-19 are noted by an asterisk.

- Implementing Common Core State Standards in the classroom*
- Working with students with disabilities*
- Teaching English Language Learners*
- Behavioral interventions and restorative justice*
- Writing across the curriculum
- Collaborative learning*
- Using technology in the classroom*
- Using PowerSchool, including PowerSchool-Assessment*
- Using Google Classroom and PowerSchool's Unified Classroom*
- Using the Integrated Mathematics curriculum* (math faculty only)
- How to differentiate instruction*
- Teaching critical thinking/metacognitive strategies
- Response to Intervention*
- Using Achieve 3000*
- Plagiarism, peer editing and using online detection services (e.g., Turnitin.com)*

Meeting the Needs of All Students

As a small learning community, Central City Value is able pay close attention to the needs of all students and intervene early with students who need more challenging assignments, more language development, tutoring in specific subjects, or socio-emotional supports. The primary vehicle for keeping track of these needs and ensuring they are met is the Advisory Program.

The purpose of the Advisory Program is to boost academic success through professional and caring relationships between advisors and students. Faculty members who act as advisors help students become aware of their learning patterns and motivate them to become college-ready. Each week, an advisor meets with each student, using information from PowerSchool to monitor student progress and set goals for the week. The program draws on all five of the

school's core values and the schoolwide learner outcomes, and functions as a key support network for all students. It is also the main mode of communication, enabling students to be well-informed members of the school community. To ensure that students receive appropriate support, the Advisory Program provides direct communication between faculty members and students' families.

English Learners

Central City Value High School is committed to serving the needs of all students, including those who enroll with little or no fluency in English. Central City Value follows all applicable federal and state laws and regulations concerning English Learners and concerning educational equity for all. This Master Plan summarizes the school's approach to identifying, classifying, educating and reclassifying English Learners.

Identifying and Classifying English Learners. Central City Value identifies English Learners among newly enrolled students using CALPADS, the Home Language Survey (HLS), and the state-mandated tool for assessing English language proficiency (CELDT/ELPAC).¹

CALPADS. Before the school year begins, the Title III Coordinator checks CALPADS for information concerning home language, date of initial U.S. school enrollment, and language classification status of new students who come to Central City Value from other California public schools. That information is entered into a database and disseminated to the teachers.

When a student enrolls at Central City Value for the first time, parents receive an enrollment packet requesting certain information beyond that required for lottery participation or admission. The administration maintains English and Spanish enrollment packets at all times and prepares packets in other languages or employs interpreters as needed if parents do not read either language. Included in the enrollment packet is a Home Language Survey.

Home Language Survey. As required by law, Central City Value uses the Home Language Survey to determine whether a language other than English is used in the student's home. Before asking parents to complete the HLS, the Title III Coordinator or designee describes its purpose and uses, explains that their child may be given a test of English language proficiency, and assures them that the HLS will not be used to determine the student's language classification or immigration status. The information provided on the Home Language Survey is kept in the student's cumulative record.

The Home Language Survey asks six questions:

1. What language did your child learn when he/she first began to talk?
2. What language does your child most frequently speak at home?
3. What language do you (the parents or guardians) most frequently use when speaking with your child?
4. What language is most often spoken by adults in the home?

¹ References in this plan to CELDT/ELPAC denote whatever state-mandated assessment of English language proficiency is in effect at the time the assessment is made.

5. Has the student ever received any formal English language instruction in an English as a Second Language (ESL) or English Language Development (ELD) program?
6. Has your child ever been given the CELDT (California English Language Development Test)?

The Title III Coordinator or designee uses the HLS to assign a student to a preliminary language status as follows:

1. If the answers to the first four questions on the Home Language Survey are “English,” the student is classified as English Only (EO).
2. If the answer to any of the first three questions on the Home Language Survey indicates a potential language barrier, the student is considered a Possible English Learner.
3. If the answer to the first three questions on the HLS is “English” and the response to the fourth question is a language other than English, the Title III Coordinator/designee inquires further into the student’s home language background to determine whether the student should be considered a Possible English Learner. This inquiry involves consulting with the parent and considering such factors as:
 - Answers to HLS questions 5 & 6.
 - Parent requires an interpreter to communicate in English.
 - Parent speaks to the student in a language other than English.
 - Parent completed the HLS in a language other than English (e.g., spelling the word “English” in another language such as “ingles”).
 - Student initiates interaction with parents in a language other than English.
 - When parents are absent, the student is regularly under the care of a person who speaks a language other than English.
 - Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

CELDT/ELPAC. Once Possible English Learners are identified, but no later than 30 days after they enroll at Central City Value, the Title III Coordinator or designee administers the state English language proficiency assessment, either the California English Language Development Test (CELDT) or, once implemented, the English Language Proficiency Assessment for California (ELPAC). Parents are consulted about the need to administer the assessment and are informed about the results and subsequent program placement. (Students who are identified ELs also take the state-mandated English language assessment annually until they are reclassified.)

The Title III Coordinator, with input from teachers or administrators as appropriate, uses the CELDT/ELPAC results to identify and place English Learners. The Title III Coordinator promptly notifies teachers of the classification, but teachers do not wait for official notice to employ strategies addressing the needs of English Learners.

Initial Language Classification/Status

Based on the overall performance on the initial English language proficiency assessment, a Possible English Learner may be classified as follows:

Initial Fluent English Proficient (IFEP): The overall performance level on the initial CELDT/ELPAC is Early Advanced or Advanced, with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 5-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

English Learner (EL): The overall performance level on the initial CELDT/ELPAC is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening, Speaking, Reading or Writing (grades 5-12).

Parent Notification

Parents of students who are tested using the CELDT/ELPAC receive, within 30 calendar days of initial or annual proficiency testing, official notice of:

- the student's initial English Language Proficiency Level and how it was assessed;
- the student's official language classification and program placement;
- reclassification, or program exit, criteria; and
- for ELs with a disability, information about how the student's instructional program will meet both English language and special needs as delineated in the IEP.

Service Providers

Teachers are the mainstay of the English Learner program at Central City Value, providing instruction during the day. All Central City Value core content teachers must have the state-required EL Authorization. All teachers are trained in and use SDAIE strategies to provide English Learners access to the core and elective curriculum. Teachers also use Middlebury's Interactive Languages and Rosetta Stone as appropriate.

Guided by input from its English Language Advisory Committee and led by the Title III Coordinator, Central City Value administration and faculty ensure that instruction is effective for all students including ELs. The administration uses ongoing professional development, classroom observations, peer teacher mentors, parent surveys, and other stakeholder input to ensure that needs are properly assessed and met.

Services Provided

Overview. With the exception of 9th-grade students in the "newcomer" category, all students at Central City Value High School are placed in the mainstream general education program. (9th-grade newcomers are placed in an ELD class instead of English 9.) All classes except those for World Language other than English (e.g., Spanish) are taught in English, but teachers differentiate instruction to meet the needs of all students, modifying the level of English used with students of differing language acquisition status. English Learners are supported through a combination of modified instruction, academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using SDAIE techniques when students have difficulty understanding English.

Newcomers classified as Emerging Language Learners (Beginners/Early Intermediate), as determined by entry date into the country and assessment scores, if any, are placed in a full-block English Enrichment Class, which replaces English 9. Students in this class use Middlebury Interactive’s ELL Level Entering program. This program is project-based and provides newcomer English Learners with instruction in both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiencies (CALP). It is aligned to the Common Core State Standards (CCSS) and the four language domains of reading, writing, listening, and speaking.

All other English Learners identified as Expanding Language Learners (Intermediate) and Bridging Language Learners (Early Advanced and Advanced) attend, in addition to their core English class, an additional 30-minute block of Language Enrichment instruction 4 days a week within the school day. Students in these classes use the Achieve3000 Boost, Access, and Español program, which focuses on improving literacy skills, informal, and academic English vocabulary, and is aligned with the CCSS and the four language domains.

All English Learners are also placed in an English Learners Summer School for Reading and Language Development to conserve and extend the gains made during the school year in the four language domains. This class continues the development of academic English in the four language domains. It also supports the school’s Summer Reading Program, which assists students with their summer assignments so they can be ready for the new school year.

Research-Based Instructional Strategies for Developing Academic English

Central City Value teachers embed in all classroom instruction strategies for the continuing development of academic English. These include strategies identified by the U.S. Department of Education such as:

1. **Monitor progress.** Through regular assessments, data analysis, and data-driven instruction, teachers identify areas of need and quickly provide remediation opportunities. The Title III Coordinator oversees this process to ensure that the entire teaching staff employs best practices.
2. **Provide opportunities for reading interventions.** ELs are often at risk for struggling in reading and other academic content areas. Small-group tutoring during the N-block helps these students, offering targeted assistance to ensure mastery and proficiency in English Language Arts.
3. **Teach vocabulary explicitly.** Central City Value explicitly addresses the well-recognized vocabulary gap that underlies EL students’ difficulty mastering grade-level content. Research suggests students need to learn 3,000-4,000 new vocabulary words each year. Central City Value teachers in all classes provide vocabulary instruction using word lists, word walls, and targeted vocabulary review.
4. **Develop Academic English.** To achieve academic success, ELs need to reach cognitive academic language proficiency (CALP), which research suggests may take five years or more. Students must possess both basic interpersonal communication skills (BICS) of social language and the content-area vocabulary and language specific to academic skills. “Academic English” is needed for students to perform and demonstrate higher-order tasks such as comparing, synthesizing, analyzing and inferring. Accordingly, teachers explicitly teach and scaffold vocabulary and tasks such as synthesis and

analysis. Central City Value uses strategies such as co-enrollment in English/ELD classes and targeted instruction during summer school to expedite and reinforce acquisition of academic English knowledge.

5. **Use cooperative peer learning techniques.** Central City Value teachers use strategies such as “pair-share” to give students authentic language practice among their peers. Teachers provide a prompt and students practice their vocabulary and grammar by speaking briefly on the topic of the prompt and discussing it with classmates. Such techniques can develop both BICS and academic language in an engaging and collaborative format.

Consistent with California English Language Development Standards, Central City Value’s overall instructional program is designed to meet the needs of English Learners and to benefit all students with high expectations and an intense focus on literacy. Central City Value teachers use the California English Language Development Standards and Proficiency Level Descriptors to differentiate instruction for English Learners. As these standards are aligned with Common Core standards, Central City Value’s Common Core-aligned curriculum addresses English Learners’ needs organically throughout the school day and year. ELD standards suggest additional differentiation techniques, student activities, and appropriate texts for Emerging, Expanding, and Bridging English Learners. Among the strategies Central City Value teachers use to meet the needs of ELs are:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills during daily Advisory period
- Additional phonics, decoding, and fluency instruction
- Use of native language, when necessary, to clarify words or concepts
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary
- In-school tutoring designed to meet the academic and developmental needs of students at each grade level
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Central City Value regularly assesses and monitors students' language development and growth. Along with the annual administration of the state-mandated assessment and implementation of the reclassification process, teachers document students' ELD progress with ELD assessment portfolios.

Reclassifying English Learners

The overarching goal of the EL program is to bring English Learners to sufficient English fluency to merit reclassification and leave the program. The Title III Coordinator/designee is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner.

Students are considered eligible for reclassification as Fluent English Proficient when they:

- demonstrate a CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing, or the ELPAC equivalent;
- obtain a score on the NWEA Reading test equivalent to the midpoint of the "Basic" range for their grade level; and
- are recommended for reclassification by the teacher of their English class.

Parental consultation. When a student appears to qualify for reclassification, the Title III Coordinator/designee sends a Notice of Reclassification home to the parents, entering the date of the notice into the school-wide data system. Parents are asked to sign a copy of the letter to indicate their consent to the reclassification and return it to the school. The consent is filed in the student's cumulative record along with the performance data that triggered the reclassification.

If the parent/guardian does not return the form or otherwise indicate consent to reclassification, the Title III Coordinator will contact the parents to discuss the evidence for eligibility and the advantages of reclassification. The final decision to reclassify a student remains with the principal.

Upon reclassification, the Title III Coordinator meets with the student to share the news of reclassification and makes any necessary changes to the student's schedule.

Progress after reclassification

All RFEP students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the Title III Coordinator/designee meets with the classroom teacher(s) to develop an instructional plan with specialized support. Appropriate intervention measures may include such approaches as:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Summer school

English Learners with disabilities are identified and reclassified in the same way, with attention to appropriate testing accommodations listed in their Individualized Education Programs (IEPs). In addition to the basic reclassification criteria, the IEP team also determines if an EL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP.

Annual Assessment Results and Program Placement: Parents of EL students who are administered the annual CELDT/ELPAC receive official notification informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

The Title III Coordinator/designee is responsible for monitoring ELD progress and ensuring teachers have time and training to complete the review of ELD assessments and student work samples.

Professional Development

Central City Value holds regular professional development sessions for administrators and staff covering legal and other requirements concerning the identification, placement, education and reclassification of English Learners. Teachers, administrators, staff responsible for working with EL students' records, office staff and support staff must attend this annual training, which is scheduled shortly before the start of the school year or early in the school year. This training includes initial EL identification, placement options and procedures, parental rights and involvement in identification and placement, and how to communicate assessment results to families.

In addition to this mandatory training on the EL Master Plan, Central City Value provides regular professional development on techniques and strategies for developing language proficiency. These sessions occur both shortly before the school year begins and during Wednesday afternoon Professional Development periods.

Program Evaluation

To evaluate the efficacy of the EL Program, the Title III Coordinator, principal/designee and ELAC look at state-mandated testing and performance on nationally normed assessments (e.g., the NWEA MAP) and at performance and growth on midterm and semester exams. The Title III Coordinator also analyzes CELDT/ELPAC data to assess student progress in language acquisition. Results are disaggregated to examine EL and non-EL performance separately to identify gaps in the EL program that need to be addressed in curricular materials, instructional strategies, or professional development.

The program evaluation includes progress monitoring by weekly quizzes, midterm and semester exams, projects, tests, written work, and performance on state-mandated testing and nationally normed assessments. Performance indicators of interest include:

- Individual student improvement on the CELDT/ELPAC test from year to year
- Individual student improvement on the NWEA MAP assessment year over year
- Schoolwide RFEP rate
- Individual RFEP progress monitoring
- Schoolwide CAASPP sub group reports for grade 11

These indicators are captured on a performance dashboard and reported at faculty meetings, ELAC meetings, and meetings of the Academic Performance and Accountability Committee

(APAC) of Central City Value’s Board of Directors. The principal and APAC summarize the results for the full Board of Directors to help the board’s exercise its oversight responsibilities.

Gifted and Talented (GATE) Students and Students Above Grade Level

Central City Value High School does not offer a GATE program. The needs of gifted and high-achieving students are addressed through:

- Differentiation
- Honors and Advanced Placement courses
- Dual Enrollment

Differentiation. Teachers differentiate their instruction within the classrooms at all levels, extending the curriculum in breadth and depth with anchor assignments and independent learning. Open-ended assignments provide an opportunity for gifted and high-achieving students to add breadth and depth to their learning. Teachers may provide “challenge” activities in lieu of regular assignments, or may propose “teasers” or extension questions. Novels chosen for small group discussions are leveled to provide more in-depth analysis for the more able students.

Honors and Advanced Placement courses. Central City Value offers honors courses in English, Math, Science, and Social Science as well as twelve Advanced Placement courses. Honors and AP courses provide students with the academic vocabulary and foundation to read difficult material and to understand subtle differences in the English language, particularly Academic English.

Dual Enrollment. To enrich and deepen the educational experience for gifted and high-achieving students, the college counselor is available to help students co-enroll at local community colleges for additional courses.

Identification, outreach, and monitoring. Students entering Central City Value take the NWEA assessment in reading, writing, and mathematics. Students who read above grade level or possess a strong foundation in mathematics are placed in the appropriate honors classes. Students who do not initially test into Honors or Advanced Placement courses can move into these courses based on teacher recommendation. Consistent with its emphasis on academic excellence as a core value, Central City Value sets high expectations and encourages all students to become qualified for Honors and Advanced Placement courses.

To ensure that students are appropriately placed and that gifted and high-achieving students are benefiting from their placement and educational experiences, lead teachers and administrators analyze their scores on the NWEA, Smarter Balanced Assessments, Advanced Placement tests, the PSAT and SAT, and internal benchmark exams. Academic counselors consult with teachers and students to ensure all students are appropriately challenged without being overwhelmed.

Students Achieving Below Grade Level

Central City Value has multiple structures to support students who are working below grade level, including the Advisory Program, differentiated instruction, the Student Success Program. For example, teachers use in-class small group intervention and offer tutoring during office hours, which may be after school or during other free periods. Teachers also seek out alternative materials by which a student may better understand the content to be mastered, and encourage students performing below grade level to take advantage of technology-based skill building programs (e.g., Naviance SAT/ACT prep, Khan Academy, Criterion Writing).

Additionally, summer school and ELD classes are held for those who need the extra instructional time, and two math instructors are available until 4:30 PM three days a week to provide assistance to students who need it.

Identification and monitoring by Advisory Program. The advisor is the primary teacher on campus who ensures that students working below grade level receive academic support. Each semester, the advisor meets with each student and his or her parents/guardians to discuss the student's academic progress. The advisor also manages students' transcripts and works with the administration to see that students working below grade level are scheduled for summer school courses.

Differentiated instruction. Teachers use differentiated instructional strategies – SDAIE strategies, homogeneous/heterogeneous grouping, computer software, small group instruction – in their classrooms. Students who are working below grade level have the opportunity to receive tutoring during the SSR and lunch periods. If students continue working below grade level, they will be referred to the Student Success Program.

Student Success Program. The Student Success Program (SSP) is an intervention program that assists students facing academic difficulties. The program is based on the premise that all students learn differently and that with the appropriate supports all students can achieve academic success. Each student in the program has a team comprising their teachers, advisor, an administrator, the SSP coordinator and parents. This team assesses the student's strengths and weaknesses and develops appropriate interventions to help the student improve to grade level academic work.

Summer school. Central City Value offers students who work below grade level the opportunity to attend summer school sessions to help them reach mastery of curricular standards. Summer school is also used to encourage summer reading and provide additional ELD instruction to prevent summer drift. Summer reading assignments are based on students' NWEA-ascertained reading levels. Teachers set a goal of raising students' reading levels by two grades each year and use differentiated instruction, active reading strategies, and targeted reading assignments to reach that goal.

Math enrichment. Students who are functioning below grade level in math and need a stronger foundation are placed in Math Enrichment and highly encouraged to attend office hours to receive tutoring on their specific deficiencies. Teachers direct students on a course of training using Khan Academy, identifying the appropriate modules to target the students' deficiencies.

Students remain in this program until they have demonstrated mastery of the course-level standards.

Graduation plan. All students develop a graduation plan to keep track of their progress toward graduation. Teachers and a college counselor help students to create the plan after the first semester of freshman year and to update it each semester thereafter. Students who need to make up credits to graduate on time are invited to summer school and may also be counseled to seek credit recovery at local adult high schools.

Central City Value High School uses scores on the NWEA, SBAC, SAT, and internal benchmark exams to monitor the progress of all students, including those achieving below grade level. Teachers and administrators organize grade-level meetings within Central City Value and across the Value Schools network for teachers to discuss strategies to better assist these students.

Socio-Economically Disadvantaged/Low Income Students

When students enroll at Central City Value High School, the principal or assistant principal uses CALPADS and the free/reduced meal application forms parents complete during registration to identify socioeconomically disadvantaged/low-income students. The vast majority of Central City Value students fall in this category, so all programs are geared to this subgroup.

Central City Value provides enrichment opportunities for socio-economically disadvantaged students to broaden their exposure to the fine arts, cultural activities and other extracurricular experiences that facilitate the growth of a well-rounded person. For example, students may go to the Los Angeles World Affairs Council, to art museums including MOCA and the Getty Museum, the GRAMMY Museum, and to plays and musicals at the Music Center and the USC drama department. Central City Value also sponsors a schoolwide talent show, a Winter Art performance, etiquette classes, and clubs that expand students' horizons.

Consistent with its core value that "Academic excellence is the means to a full life," Central City Value High School emphasizes the value of an education and the importance of hard work to all its students regardless of socioeconomic status. To motivate students to keep their focus on higher education, teachers, administrators, and other school staff, throughout the school year and in all activities, refer to college admission and attendance as a desirable and achievable goal.

Central City Value also provides opportunities for students and parents to acquire the intangible social skills and information needed for higher education and career success. The student advisory program focuses students on college information and the five values, using events such as Back-to-School Nights, College Nights, college campus visits, an annual college fair, financial aid workshops, and on-campus college presentations. Advisors work with all students to ensure they take a university-oriented curriculum. Juniors and seniors work with a college counselor to create individual graduation plans, prepare for university admission and placement tests, write personal statements and essays for applications, apply to appropriate institutions of higher education, and seek financial aid.

Parents are treated as partners with teachers and administrators in the educational process. At individual meetings with advisors, teachers, and the college counselor, as well as at monthly meetings of parent groups, parents are encouraged to help their children attain their

educational and career goals. Central City Value honors the Title I Parent Compact that guarantees regular meetings with parents, teachers and staff to develop goals to help socioeconomically disadvantaged students increase their academic achievement, and seeks input from the School Site Council and Academic Council on ways to reach those goals.

Many socioeconomically disadvantaged students enter college with a smaller academic vocabulary than their more advantaged peers. To mitigate this deficit, Central City Value High School assigns all students a curriculum-aligned summer reading book and assignment. By reading grade-level texts and thinking about these texts critically throughout the summer months, students not only acquire vocabulary but practice critical reading comprehension strategies as well.

For students who desire additional support and tutoring or simply want a quiet place to sit and complete daily homework assignments, teachers provide office hours during each full school day. While open to all, such safe havens and additional support structures are especially important to socioeconomically disadvantaged students, who often lack home environments conducive to academic work. Of particular importance to students who do not have computers or the internet in their homes, Central City Value students have access to computers on campus before, during, and after school.

Recognizing the impact of poverty on student concentration and performance, Central City Value contracts with an outside provider to provide free or reduced-cost counseling services for students who do not have Medi-Cal or other health insurance sufficient to cover similar services. There is also a full-time socio-emotional counselor available to students.

Central City Value High School uses scores on the NWEA, SBAC, the SAT, and internal benchmark exams to monitor the progress of students in this group as it does for other groups. Teachers meet regularly to discuss student progress and strategies that might specifically target the socioeconomically disadvantaged population.

Students with Disabilities

See District Required Language above.

Students in Other Subgroups

Given the population that Central City Value serves, nearly all students fall within one of the categories already described, particularly socioeconomically disadvantaged/low income status. Homeless and foster youth are not a large segment of the school community, but Central City Value recognizes that the segment may grow over the charter term due to, among other things, changes in national immigration policy. It also recognizes the particular needs of such students and the rights accorded them under Cal. Ed. Code §48850 *et seq.* and abides by its responsibilities under the Foster Youth Bill of Rights.

Central City Value generally first learns of the home status of its students during the enrollment process (post-lottery, if any), when it gathers residence and parent/guardian information. Teachers and counselors are alert to signs that already-enrolled students' home status has changed, and foster parents typically identify themselves to the school promptly upon taking on their fostering duties.

To meet the particular needs of homeless and foster youth, Central City Value partners with local support agencies. For example, it maintains a strong relationship with Magnolia Place, part of the Children's Bureau of Southern California, which specializes in providing services for foster youth and foster parents. One member of Central City Value's board of directors is the long-time Director of Community Services for the Bureau's Los Angeles region. He brings special expertise and close attention to matters involving this population.

When a Central City Value student is identified as a foster youth, the principal assigns him or her to an academic counselor. That counselor works with the student's advisory teacher to monitor the student's academic and social progress. The advisory teacher checks in with the student daily, allowing for regular monitoring of social and behavioral issues. The academic counselor meets with the student weekly, often including the advisory teacher. The counselor, advisor, and other teachers as appropriate meet regularly to gather data and develop plans for any additional support the student may need.

A "Typical Day"

Central City Value High School students have six classes per semester, in a three-day rotation with four classes per day. Thus, in addition to an advisory period, lunch and nutrition breaks, and reading or English Enrichment sessions, each student has four 78-minute classes on Monday, Tuesday, Thursday and Friday. These days begin at 7:30 AM and end at 2:53 PM. (Wednesday's schedule is modified to accommodate teacher professional development, parent/teacher conferences, etc.) For example:

Day A – Periods 1, 2, 3, 4

Day B – Periods 5, 6, 1, 2

Day C – Periods 3, 4, 5, 6

The A – C pattern repeats throughout the semester.

Advisory period. At the end of the first class session, students have a six-minute break, then report to an advisory period. Advisory periods are 25 minutes on Wednesdays and 20 minutes each other day. During these periods:

- Advisors take attendance.
- Students hear the daily bulletin.
- Advisors may use the period for a discussion of one of the core values.
- Students may use computers to check grades or assignments on PowerSchool, research college opportunities or work on applications.

An intentional outcome of the advisory period is that advisors develop relationships with the students, monitor academic and social problems, and direct students to after-school tutoring if needed. These relationships and attention to progress inform the Student/Parent/Advisor meetings each semester.

Community Time. On a typical full day, one class cohort will be found in the community room for a 20-minute session that explicitly reinforces one or more of the Five Core Values. In a typical Community Time session, students might hear a motivational talk from another classmate, a guest speaker, or school personnel. They might engage in a discussion of a difficult situation or a disruptive school event, process traumatic external events, or adopt class goals. These sessions are an integral part of building a safe, nurturing community and of the Restorative Justice program.

Typical class experiences. In each class period, the teacher begins by explaining the day's agenda. Included in this agenda is the academic objective, the Common Core State Standard attached to that objective, the school values and SLOs that apply to the lesson, and a coordinating warm-up exercise that focuses students on the objective.

In a typical day, a student has a 30-minute "N block" for either 30 minutes of Silent Sustained Reading (SSR) or an English Enrichment class. (English Learners receive a minimum of 2 hours of language instruction weekly, often using programs such as Achieve3000, *Middlebury Interactive Languages* and *Rosetta Stone*.) After the English Enrichment or SSR time, students report to their second class. Their third class is followed by lunch, then a fourth class, then dismissal.

After-school hours. After-school hours may be spent with teachers holding office hours or tutoring, which is mandatory if a student's grade falls below a C-. Academically eligible students may also participate in Central City Value's extensive CIF-sanctioned sports program.

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

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

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

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

The measurable goals of Central City Value High School’s educational program are set out in the State Priorities table in Element 1, and are incorporated here by reference.

Objectives of the school’s educational program

Central City Value High School provides an engaging, rigorous, college preparatory education centered on its five core values. Students graduating from Central City Value High School will be prepared for success in college and will possess the motivation and skills to make a positive difference in the world. By hiring and developing highly qualified and caring teachers; and by modeling and teaching the values, Central City Value creates a vibrant learning community in which all students can thrive.

Performance Targets Aligned to State Priorities

Central City Value High School has aligned its performance targets to state priorities, as can be seen in the State Priorities table in Element 1, which sets out measurable goals and is incorporated here by reference. Administrators use a school-developed dashboard to report to parents and the governing board progress on reaching the targets. Students review their individual results with their advisor.

All students take the NWEA assessments in the fall and again in spring to measure academic growth in ELA and math. Teachers analyze the results of these exams and use the results to tailor lessons specific to the needs of the students. NWEA data provides the school with an additional data point and additional insight into student performance. It is expected that in the typical year, at least 75% of students will demonstrate at least one year of growth in ELA and Mathematics for each year in school, as measured by the NWEA assessments.

Academic progress is measured by internal benchmark exams given in each academic discipline four times each year. Teachers use PowerSchool - Assessment to track and analyze the results of these exams, and the goal is to have at least 90% of students pass these benchmark exams each time they are administered. Since the questions on the benchmark exams are linked to the Common Core State Standards, the results of these exams give an indication of future student performance on the Smarter Balanced assessments. The NWEA assessments also closely mirror concepts to be tested on the SBAC assessments and will therefore also be used to gauge future SBAC assessment results.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Central City Value High School uses the following tools to track student progress. They will be used for placement, formative data and summative data as indicated. Performance expectations are found in Element 1 (State Priorities Table) or listed below the description of the assessment.

	Placement	Formative	Summative	Other	Frequency
NWEA Assessments	X		X		Biannually
Common Core standards aligned benchmark assessments		X	X		4/year (every 9 weeks)
Class-specific unit end/chapter end exams		X			Teacher option
Goal: At least seventy percent of students receive a grade of C or higher on each exam.					
Other student work products				X	Teacher option
Goal: At least seventy percent of students earn a 3 on a 5 point rubric, which corresponds to a "C" grade.					

Data Analysis and Reporting

The types of data the school will use. Central City Value High School uses performance data from the following standardized assessments: The NWEA assessments, state-mandated high school exit exam (if applicable), the Smarter Balanced Assessments, the EAP, the CELDT/ELPAC, and AP exams. The school also uses data from benchmark exams given every nine weeks.

The role and use of data to inform curriculum and instruction. Teachers and administration analyze performance data to identify the students' skill strengths and deficits, and perform item analyses of the assessments themselves to identify the most challenging learning tasks. Teachers then use the data to modify their instruction and will reteach standards that students have failed to master until the large majority of students are able to demonstrate proficiency on that standard on a formative assessment. Curricular changes may be made in response to patterns of performance.

The NWEA/MAP is administered two or three times a year to measure student growth in ELA and Math and to inform instruction. Mandatory benchmark exams are given every nine weeks, and teachers use PowerSchool - Assessment to mine the information to assess student progress. This allows teachers to re-teach when necessary, differentiating instruction to accommodate the learning styles of subgroups and individuals.

Results of the benchmarks are regularly discussed in department meetings and shared with the administration. During these discussions, teachers exchange ideas on how to teach difficult concepts in their subject area. With the use of frequent benchmark exams, teachers identify areas of academic weakness in students from the identified subgroups (students with disabilities, ELs). The teachers use the data to provide additional instruction in those areas to meet the needs of the students and move them toward mastery of the standards.

The role and use of data to monitor and improve the charter school's educational program and operations. Central City Value gathers input from stakeholders on its educational program and operations. In addition to regular parent meetings, ELAC and LCAP input processes, and observation, Central City Value uses online surveys such as those prepared by WestEd to get feedback from students, parents, teaching, and support staff. A committee of school staff will analyze the survey results and suggest improvements.

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

The role and use of data to inform stakeholders of school performance. Consistent with its emphasis on academic excellence, Central City Value tracks student academic performance and reports on that performance regularly to the CEO and the Board of Directors. A dashboard is used to keep the board apprised of performance and highlight areas of particular excellence or need for growth. The Academic Performance and Accountability Committee, a committee of the Central City Value High School Board of Directors, meets at least twice during the year to review the dashboard and the school's progress toward

meeting specific goals. In keeping with principles of charter school transparency, dashboard data will also be made available on the school's website, either directly or by way of a link to the new state dashboard site.

Grading, Progress Reporting, and Promotion/Retention

Grading policy. Central City Value teachers use the following grading scale in all courses:

A range	B range	C range	D range	F range
97-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	Below 60% = F
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-	

Grades at Central City Value High School reflect level of mastery of academic standards and do not reflect behavior. Teachers are encouraged to allow students to make up work when late or incomplete, so that appropriate mastery of learning standards can be assessed. Teacher comments about citizenship and work habits will be mentioned in a separate area of a student's report card. Quizzes, exams, oral presentations, projects and papers will be graded and used to determine a student's final grade in a course.

Type and frequency of progress reporting. At the end of each semester, report cards are issued to students and families. Progress reports are given at the midpoint of each semester. Student/Parent/Advisor conferences are scheduled at this time, and specific strategies for improving grades are discussed.

PowerSchool is used to calculate grades and provide progress reports and report cards. Parents, students, and teachers have twenty-four hour access to student grades via PowerSchool. Teachers are required to update student grades at least once a week so that parents and students can monitor student progress.

Advisors discuss academic progress with their advisees at least once a week. Advisors share effective strategies and practices for maximizing a student's potential and, with the student, sets incremental goals for improvement. The Advisor/Advisee relationship involves motivation, inspiration and modeling, as well as correction of ineffective learning habits and poor time management.

Promotion/retention policy and procedures. Central City Value High School students will be promoted to the next grade level once they have earned a sufficient number of units that will show that they are on track to graduate. Students are retained if they are deficient in units and their deficiencies will not be able to be remediated during summer school. Teachers and administrators make every effort to ensure students obtain the required number of units to graduate.

Parents are notified at each advisory meeting of a student's progress. Retention as a possible option is presented as soon as it appears that a student is unlikely to complete the year's units, and no later than the April advisory meeting. A separate retention meeting is held with the student, parents, and either principal or assistant principal to fully explain the consequences of retention and to enlist the parent's help in encouraging and motivating the student to excel. If

parents do not consent to having the student retained, the administrator provides a written notice of the retention recommendation and asks the parents to indicate that they understand the recommendation but choose to have their student promoted despite the risk that he or she will not have sufficient credits to graduate on time.

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.²

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.

² 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 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.

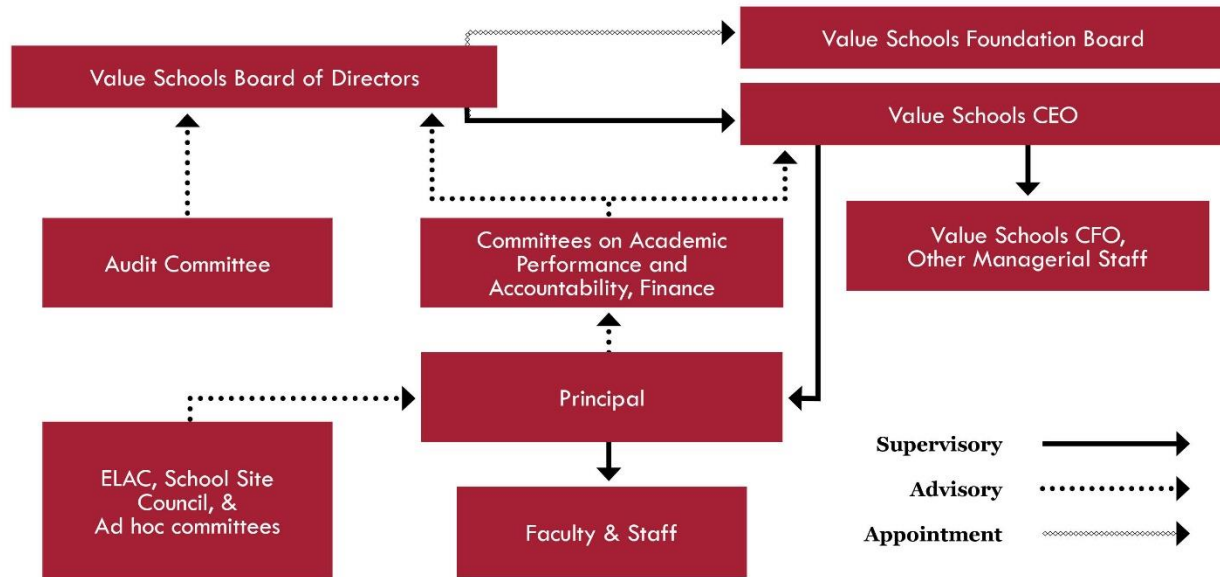
PARENT ENGAGEMENT

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.

Organizational Chart



Value Schools

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

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

The Value Schools Board of Directors sets all policies for, and has sole legal and fiduciary responsibility for, Central City Value High School.

Value Schools is responsible for establishing and maintaining relationships with all relevant government units on behalf of the Charter School, including but not limited to the Los Angeles Unified School District, the Los Angeles County Office of Education, and the California Department of Education.

Value Schools separately accounts for all funds, public and private, that are given to Central City Value High School, and uses such funds solely for the operation of Central City Value High School. Value Schools enters into all contracts, leases and other legal agreements that may be necessary to operate Central City Value High School.

Value Schools provides financial and accounting services, legal representation, public relations and general oversight of school operations for Central City Value High School. In return for the services provided, a percentage of the public funds given to operate Central City Value High School is transferred to Value Schools for its general operations. That percentage is determined for each school operated by Value Schools by the anticipated cost of services provided and financial position of the Charter School. Eight percent per year is currently set as the

appropriate target when a Charter School attains full enrollment; newer schools historically have been assessed a lower amount until they reached full enrollment. Value Schools reserves the right to adjust the fees as necessary to cover the services provided.

Value Schools Board of Directors

Membership and General Responsibilities

The Value Schools Board of Directors oversees all schools operated by Value Schools, the nonprofit public benefit corporation that operates Central City Value High School. As prescribed by the Value Schools by-laws, the board is to have at least five and no more than seven members. The board is self-perpetuating, with each Director elected for a term expiring on the second June 30th occurring after the date the Director takes office, unless the Board determines that to provide the continuity of staggered terms, a Director may be elected for a term expiring on the first June 30th occurring after the date the Director takes office.

The Value Schools Board of Directors also appoints, removes, and sets the terms of the members of the Value Schools Foundation (“VSF”). VSF is a California nonprofit public benefit corporation, recognized as an exempt organization under section 501(c)(3) of the Internal Revenue Code, created and operated exclusively to support Value Schools. VSF does not receive any public funds and does not exercise any authority over Value Schools or Central City Value High School.

The Value Schools Board of Directors recruits candidates for both boards who share the vision of Value Schools and who have the capacity to make a contribution to the advancement of the mission of Value Schools. This capacity is demonstrated through having a commitment to educational excellence for traditionally underserved populations; understanding of the communities Value Schools serves; the time to assist with board or Value Schools projects; and expertise relevant to the board’s guidance and oversight functions. Current directors have expertise in education, finance and investments, community resources, law, community health and organizational consulting.

The responsibilities of the Value Schools Board of Directors are to ensure that the mission of the Charter School is fulfilled, to hold the Value Schools Chief Executive Officer accountable for the successful performance of Central City Value High School in all areas, and to ensure the financial integrity of the Charter School and the sufficiency of resources.

Central City Value High School agrees and acknowledges that the governing board of Value Schools is the sole controlling and governing body for the Charter School, and accordingly holds fiduciary authority and responsibility for, among other things:

- 1) the selection, hiring, compensation, supervision, evaluation, and termination of the CEO and, through the CEO, all other Central City Value employees;
- 2) the governance and operation of Central City Value High School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and
- 3) Central City Value High School’s financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Central City Value and its students.

Board of Directors – Structure and Operations

The Value Schools Board of Directors conducts its work through meetings of the whole and three standing committees, all of which operate under Brown Act requirements. It may also be informed by advice and analyses produced by ad hoc committees or by task forces that the CEO forms from time to time.

Audit Committee

The Audit Committee comprises one or more members of the Value Schools Board and such other participants as the chair of the Value Schools Board may appoint. This committee participates in the selection of an external auditor, annually meets with the auditor, and reports audit findings to the Value Schools Board of Directors.

Academic Performance and Accountability Committee

Members of the Academic Performance and Accountability Committee are selected from the Value Schools board. The committee works with senior staff and school leadership to monitor academic performance at Central City Value High School, considering what performance elements should be measured, how they should be measured, the timing of measurement, and how results should be reported. For each meeting, the principal gives the committee dashboard metrics assessing progress toward schoolwide and subgroup goals included in Central City Value's LCAP, and with any other significant internal metrics. From time to time, the committee also examines broader issues of educational importance and how Value Schools can increase academic achievement. The committee regularly reports its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure a successful educational program.

Finance Committee

The Finance Committee, comprising members of the Value Schools board, works with the CEO, CFO and back-office service provider to ensure that the finances of Central City Value High School are properly managed and reported. Finance Committee meetings include reviews of financial reports from Value Schools staff and back-office service provider. The committee also reviews Value Schools' business practices to maximize efficiency and effectiveness. The group regularly reports its findings to the full Value Schools Board of Directors to help the Board fulfill its responsibility to ensure sound financial operations.

Meeting procedures

Timing, location and notice. Board of Directors' meetings are scheduled four times a year, approximately quarterly. At times throughout the year, additional Board meetings are convened as needed to act on unforeseen or urgent issues, such as the need to obtain resolutions to pursue facilities, funding, or grant opportunities. Board meetings are held within the LAUSD boundaries, usually at one of the Value Schools, in a location sufficiently large to accommodate members of the public who attend. Time is allotted for members of the public to address the board.

Consistent with Brown Act requirements, written notice of meeting dates and locations is provided, posted at Central City Value in a prominent place as close to its main entrance as is practically possible, and posted on the Value Schools website. At least 72 hours before regular

meetings, and 24 hours before special meetings, the meeting agenda is posted in the same location as the notice of dates and locations.

Agendas and meeting minutes are available on request by e-mail or at the Central City Value main office, and are posted on the Value Schools website.

Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office or one-fifth of the authorized Directors.

Teleconferencing. The Board may use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The timeline for posting the notice and agenda shall be the same as for an in-person meeting of the Board. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the District. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

Value Schools' Major Executive Positions

Chief Executive Officer

The primary responsibility of the Chief Executive Officer (CEO) of Value Schools is the leadership and management of that organization. The duties of the CEO include oversight of academic programs; educational leadership; budgeting; fundraising; development; public relations; long-range planning; student services; and recruitment of personnel for the home office. The CEO is responsible for the financial stability of the organization and oversight, control and supervision of all buildings, grounds and equipment.

The CEO recruits, appoints, supports, evaluates and, if needed, dismisses school principals. The CEO supports the principals by holding bi-weekly one-on-one meetings to discuss important issues. The CEO and all principals in the Value Schools organization also meet bi-weekly as a group to discuss any problems and concerns that may arise, to provide mutual support, and to share best practices. The CEO convenes leadership workshops to provide professional development for principals and other school leaders.

The CEO reports to the Value Schools Board of Directors, which is responsible for the selection, hiring, compensation, supervision, evaluation, and termination of the CEO. The CEO is not a member of the Value Schools Board of Directors or of the Value Schools Foundation Board.

Chief Financial Officer

The Chief Financial Officer (CFO) keeps and maintains adequate and correct accounts of the properties and the financial transactions of Value Schools. The CFO works closely with the CEO and back-office service provider to ensure that each school and the organization is financially sound and has adequate and appropriate processes and procedures in place to guarantee ongoing success. The CFO provides expertise in the areas of finance and accounting; payroll and human resources; insurance; grant and bond reporting. The CFO supports the activities of the auditors during the annual financial audit and ensures timely preparation and dissemination of such financial reports as may be required by the Board of Directors or the CEO. The CFO reports to and is evaluated by the CEO.

Central City Value High School Staff and Organization

Principal

The major responsibility for Charter School decisions rests with the principal. The principal has authority in the areas of school personnel, curriculum, students, facilities and finances. The principal also chairs the School Site Council. The principal reports to and is evaluated by the CEO.

Faculty & Staff

See Job Descriptions in Element 5. Faculty and staff report to and are evaluated by the principal of Central City Value.

School Site Council

As prescribed by Cal. Ed. Code § 52852, Central City Value High School's School Site Council comprises the principal, two parents chosen at parent meetings, two faculty members chosen by the faculty, and two students chosen by student election.

The School Site Council participates in the Central City Value budgeting process before the budget is submitted to the Board of Directors for approval, provides input on the LCAP, reviews any policies sent to it by the Value Schools Board of Directors for review, and serves as the Advisory Committee required by Title I. The School Site Council also advises on school policies of concern to parents and students (e.g., student uniforms, vacation schedules, nutrition, special classes and extra-curricular activities) and to the faculty (e.g., leave days, faculty dress code and non-classroom responsibilities).

The School Site Council meets at least four times a year and complies with the Brown Act in its operations. Information from School Site Council meetings is communicated to the Value Schools Board by the principal.

English Learner Advisory Committee (ELAC)

This committee works with school leadership to ensure English Learners receive the services necessary to become proficient in English, enroll in college preparatory classes, and attain higher academic achievement. The ELAC helps to assess needs, set program goals and objectives, and develop a master plan for English Learners at Central City Value. Membership includes school administrators and teachers, but parents of English Learners comprise at least

the same percentage of the ELAC membership as English learners constitute of the school's total student population.

Other Stakeholder Involvement

Central City Value builds a safe, nurturing community of scholars by affirmatively seeking as much student, teacher, and parent participation as possible. The administration uses in-school announcements, letters, the parent/student handbook, and the Value Schools website to advertise opportunities by which stakeholders can help guide Central City Value's educational program and school operations and to give notice of meetings and events.

Although the School Site Council takes the lead on helping to develop and update the Local Control Accountability Plan (LCAP), Central City Value seeks other stakeholder input on the LCAP and other school matters throughout the year. Central City Value holds frequent meetings to inform parents about the school's operations and core values. Most meetings and events are held during evening hours to accommodate parents who work during the day. School-level and subgroup performance data are made available so parents can review student progress. Parents are invited to participate in discussions and surveys to provide input and feedback on spending and program decisions. Central City Value also invites parents and other stakeholders to participate in college preparation activities such as college/university information nights, college admission workshops, and explanations of student aid opportunities.

Teachers participate in a variety of committees throughout the year to analyze performance data and evaluate program effectiveness. This collaborative process encourages maximum stakeholder involvement in decision making.

Student opportunities for involvement include the Leadership Council, School Site Council, Student Ambassadors, National Honor Society, athletics, and various clubs.

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(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Central City Value High School currently has and expects to continue having for the next charter term the following positions:

Certificated:

Principal
Assistant Principal
Dean of Students
Teacher – Core Subjects
Teacher – Special Area
Substitute Teacher
Special Education Coordinator

Classified:

Various Clerical Positions
School Custodian
School Facilities Maintenance Worker
School Security Guard

Job Descriptions

Position descriptions follow.

Job Description for Position of Principal

General Responsibility

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

Supervision

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

Specific Duties

1. Hires, supervises and evaluates the teachers and other school personnel, subject to the policies of *Value Schools* governing the qualification for employees and the personnel practices—including teacher evaluation based on student achievement.
2. Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students; with the advice and assistance of the faculty and subject to the curriculum standards and program assessment for *Value Schools*.
3. Administers the admission of students, including lottery, student orientation and parent induction; makes major student disciplinary decisions; supervises student grading and, with the advice and assistance of staff, makes student placement decisions.
4. Supervises the maintenance and repair of the materials, equipment and school facilities and property; with input from faculty and staff, submits recommendations to *Value Schools* CEO or designee for facilities improvements.
5. Prepares the school budget according to the CFO's budget preparation guidance for *Value Schools* and with input from the faculty; makes or approves all financial decisions necessary to implement the approved budget plan.
6. Chairs the School Site Council and provides it with staff support.
7. Plans appropriate professional development activities.
8. Acts as a role model of the five core values of *Value Schools*.
9. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.
12. Adheres to all the employee policies and practices of the school and of *Value Schools*.
13. Carries out other such duties and responsibilities as may be assigned by the chief executive officer (or authorized delegate) to achieve the goals of *Value Schools*.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Master's degree in school administration (or equivalent).
3. Successful experience as a principal in a private or parochial school or as a principal in a "site-based-managed" public school; or preparation through
 - a. on-the-job training by having been a vice-principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school; or
 - b. graduate-level education in a program designed to prepare for leadership in private or parochial school.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Five years successful experience as a principal of a private, parochial or site-base-managed public school.
2. Academic preparation through graduate level education in a program designed to prepare for leadership in private or parochial school.
3. Fluency in the native language of the Charter School's students other than English.

Job Description for Position of Assistant Principal

General Responsibility

The assistant principal is responsible for assisting the principal by performing some of the duties of the principal in accord with the policies and practices of *Value Schools*. The assistant principal may also be assigned teaching responsibilities when such assignment is consistent with the Value Schools policy that all core courses will be taught by properly assigned, appropriately credentialed teachers."

Supervision

The assistant principal is supervised by the principal and is directly responsible to the principal.

Specific Duties

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

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. A master's degree or California teaching credential.
3. Five years of successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.

Desired Qualifications

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

Job Description for Position of Dean of Students

General Responsibility

A dean of students is responsible for maintaining order in the school community.

Supervision

A dean of students is supervised by the principal and is directly responsible to the principal.

Specific Duties

1. Performs certain specific duties of the principal that are assigned by the principal.
2. Gives assistance to the principal in undertaking certain activities of the specific duties of the principal.
3. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
4. Acts as a role model of the five core values of *Value Schools*.
5. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
6. Ensures the health, safety and welfare of students and other faculty and staff.
7. Holds confidential matters with appropriate confidentiality.
8. Adheres to all the employee policies and practices of the school and of *Value Schools*.
9. Works with faculty and staff to:
 - a. Create classroom discipline procedures,
 - b. Observe classroom management,
 - c. Organize meetings with parents and students,
 - d. Update emergency procedures in classroom and school,
 - e. Help develop sound relationships with students,
 - f. Assure that students are demonstrating the values of the school.
10. Works with students to:
 - a. Mend and maintain relationships with teachers, students and parents,
 - b. Assist them with their behavior in the classroom,
 - c. Hold them accountable for their actions,
 - d. Develop to their fullest potential,
 - e. Work with our counseling services,
 - f. Understand the need to be at school on time.
11. Works with parents to:
 - a. Emphasize the importance of academic excellence,
 - b. Encourage their parental role in their student's life,

- c. Create a safe and learning environment at home,
- d. Solve student's behavioral issues in the classroom,
- e. Help reinforce the five Values of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. A bachelor's degree or California teaching credential.
3. Five years successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

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

Job Description for Position of Teacher—Core Subjects

General Responsibility

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

Supervision

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

Specific Duties

1. Prepares and delivers instruction.
2. Monitors student acquisition of the learning standards by formal and informal means.
3. Supervises students, models and reinforces responsible student behavior.
4. Provides reports on student progress to all relevant stakeholders.
5. Maintains an environment that is conducive to learning.
6. Participates in school planning, budgeting and decision making with the principal as required.
7. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.
8. Responds promptly and respectfully to inquiries from parents.
9. Attends such parent, community and professional meetings required by the principal.
10. Participates in relevant professional development activities.
11. Acts as a role model of the five core values of *Value Schools*.
12. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of the school and of *Value Schools*.
16. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the appropriate credential for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.

6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

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

Job Description for Position of Teacher—Special Area

General Responsibility

A special area teacher is responsible for facilitating student learning by providing a particular educational service that supplements the work of the core teachers in accord with the policies and practices of *Value Schools*. Some examples of Special Area teachers are: special education teachers and coordinators, remedial specialists, speech therapist, librarians, school and college counselors, art teachers and physical education teachers/coaches.

Supervision

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

Specific Duties

1. Determines specialized needs of the students through consultation with one or more of the core teachers and the principal and through appropriate assessment procedures.
2. Prepares and delivers instruction, support or experiences to increase or enhance student learning.
3. Supervises students, models and reinforces responsible student behavior.
4. Provides reports on student progress to all relevant stakeholders
5. Maintains an environment that is conducive to learning.
6. Participates in school planning, budgeting and decision making with the principal as required.
7. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.
8. Responds promptly and respectfully to inquiries from parents.
9. Attends such parent, community and professional meetings required by the principal.
10. Participates in relevant professional development activities.

11. Acts as a role model of the five core values of *Value Schools*.
12. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of the school and of *Value Schools*.
16. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the appropriate credential for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

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

Job Description for Position of Substitute Teacher

General Responsibility

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

Supervision

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

Specific Duties

1. Implements the lesson plans, learning activities and assessments that were designed by the absent teacher.

2. In cases of a long absence of a teacher, the substitute teacher may be required to perform all the specific duties of the teacher for whom a substitute is needed.
3. Acts as a role model of the five core values of *Value Schools*.
4. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
5. Ensures the health, safety and welfare of students and other faculty and staff.
6. Holds confidential matters with appropriate confidentiality.
7. Adheres to all the employee policies and practices of the school and of *Value Schools*.
8. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Evidence of the qualifications required by the State of California for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

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

Job Description for Position of Special Education Coordinator

General Responsibility

A special education coordinator is responsible for ensuring that students with disabilities receive appropriate services and accommodations.

Supervision

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

Specific Duties

1. Provides professional development and resources to special education teachers and general education teachers regarding placement, curriculum, and procedures.
2. Analyzes assessment results to drive instruction and IEP development.
3. Schedules and facilitates IEP meetings in a collaborative and professional manner.
4. Supports general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs.
5. Creates and maintains Special Education documentation in accordance with federal, state, and district regulations.
6. Develops and assists with appropriate behavior management techniques for student with special needs.
7. Mentors RSP teachers.
8. Ensures IEP timeline compliance.
9. Complete monthly reporting documents at school site (300 report via Welligent)
10. Develop positive relationships with outside vendors (i.e. Direct Ed) to ensure students are receiving documented services (speech, counseling, deaf/hard of hearing)
11. Assist with the development of 504 Plans
12. Develop positive relationships with parents and families in order to engage them in the IEP process and keep families informed of student progress
13. Assist administration with preparing documentation for the DVR.
14. Acts as a role model of the five core values of Value Schools.
15. Supports the philosophy and goals of the school and the mission and goals of Value Schools.
16. Ensures the health, safety and welfare of students and other faculty and staff.
17. Holds confidential matters with appropriate confidentiality.
18. Adheres to all the employee policies and practice of the school and of Value Schools.
19. Performing other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree
3. Has the credential required by the Commission on Teacher Credentialing for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Successful experience in working with students with disabilities.
2. Fluency in the native language of the students other than English.

Master Job Description for Clerical Positions

General Responsibility

Clerical positions at *Value Schools* may have different titles depending on levels of responsibility and experience and the size of the individual school's office staff. Such titles include office manager, school secretary, administrative assistant, and clerical assistant. Employees in these positions provide clerical and staff support to principals and to others on the school faculty and staff.

Supervision

An employee in a clerical position is supervised by the principal or by a staff person assigned by the principal to perform the function.

Specific Duties

1. Performs clerical functions including word processing, data entry, filing, and mailing; answers telephones; schedules events, meetings and appointments, etc.
2. Performs receptionist duties of greeting visitors, answering general inquiries about the school, observing activities on school premises.
3. Helps to prepare reports and school records (attendance, fire drills, inspections, employee work hours, etc.).
4. Calls parents in cases of student absence, emergencies, or as otherwise directed.
5. Manages projects as assigned by the principal.
6. Helps with certain bookkeeping and financial management functions.
7. Purchases office and school supplies as directed.
8. Admits tardy students and records their entry into the school.
9. Acts as liaison with members of the community beyond the Charter School.
10. Helps teachers arrange field trips, duplicate materials and order instructional supplies.

11. Attends staff meetings as directed.
12. Participates in professional development activities as directed.
13. Acts as a role model of the five core values of *Value Schools*.
14. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
15. Ensures the health, safety and welfare of students and other faculty and staff.
16. Holds confidential matters with appropriate confidentiality.
17. Adheres to all the employee policies and practices of the school and of *Value Schools*.
18. Performs other duties as assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. High school diploma.
3. Experience or formal training in the word processing, data entry and management, the use of computers and other office equipment.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Clerical experience commensurate with position level.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Some college.
4. Knowledge of basic spreadsheet functions.
5. Fluency in a native language of the students other than English.

Job Description for Position of School Custodian

General Responsibility

A custodian is responsible for cleaning the school building and grounds and keeping the appearance of the facilities in good order in accord with the policies and practices of *Value Schools*.

Supervision

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

Specific Duties

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

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. High school diploma.
3. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
4. Fluency in the English language.

5. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

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

Job Description for Position of School Facilities Maintenance Worker

General Responsibility

A school facilities maintenance worker is responsible for ensuring that the building systems are in good working order in accord with the policies and practices of *Value Schools*.

Supervision

The school facilities maintenance worker is supervised by the principal or by a staff person assigned by the principal to perform the function; the school facilities maintenance worker is responsible to the principal or assigned staff person.

Specific Duties

1. Inspects, maintains and repairs building systems (electrical, plumbing, HVAC, etc.) either directly or by arranging for their inspection, repair and maintenance.
2. Prepares a schedule of inspections and maintenance.
3. Identifies, screens, and assists in the selection of maintenance and repair services.
4. Makes purchases of supplies and equipment.
5. Performs one or more of the duties of a school custodian in the absence of the custodian.
6. Attends staff meetings as scheduled by the principal.
7. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
8. Acts as a role model of the five core values of *Value Schools*.
9. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.

12. Adheres to all the employee policies and practices of the school and of *Value Schools*.
13. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

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

Desired Qualifications

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

Job Description for Position of Security Guard

General Responsibility

A security guard maintains the security and safety of the student body, faculty and staff; patrols the campus; and maintains security of buildings and grounds in accord with the policies and practices of *Value Schools*. The security guard is neither required nor permitted to carry or have access to a weapon while on duty.

Supervision

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

Specific Duties

1. Provides a safe, secure environment for students, staff and guests on campus.
2. Establishes and maintains good rapport with students, staff and community members.

3. Regulates student behavior on campus, in cafeterias, restrooms, parking lots and other open areas.
4. Assists with controlling classroom disturbances or acts of defiance.
5. Detains students suspected of narcotics, tobacco, or alcoholic infractions.
6. Patrols campus; greets and directs visitors; checks for passes and identification cards as needed; and handles safety situations posed by unauthorized persons.
7. Acts as a role model of the five core values of *Value Schools*.
8. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
9. Holds confidential matters with appropriate confidentiality.
10. Adheres to all the employee policies and practices of the school and of *Value Schools*.
11. Performs other duties that may be assigned by the principal.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. High school diploma.
3. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
4. Fluency in the English language.
5. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualification

1. Successful experience as a school security guard.

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 blood borne 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 school site 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 of Records

For purposes of the California Department of Justice requirements, the Principal of Central City Value High School and the Chief Financial Officer of Value Schools will serve as Custodians of Records.

Health, Wellness & Safety

Central City Value High School maintains comprehensive policies to ensure the health and safety of its students, staff, parents and others who may be on school premises. These policies cover the following areas:

- Compliance with federal, state and local laws concerning health and safety, including but not limited to building codes, fire codes, and occupational safety laws
- Supervision of students
- Prevention of injury
- Prevention of property loss by fire, vandalism, theft and water damage
- Emergency preparedness for fire, medical emergency, earthquake, flooding, bomb threat, and violence or criminal activity or police action around the school
- Administration of medication to students

In addition, Value Schools has adopted wellness policies on physical activity and nutrition to implement its commitment to providing school environments that promote and protect students' health, well-being, and ability to learn by supporting healthy eating and physical activity. In particular:

- Central City Value will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the school's nutrition and physical activity policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Department of Agriculture's Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- To the maximum extent practicable, the Charter School will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, and Fruit and Vegetable Snack Program).
- Central City Value High School will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Specific goals have been adopted in the following areas:

- Nutritional quality and portion sizes of foods and beverages sold and served on campus, including both government-supported food programs and foods and beverages sold individually
- Qualifications of school food service staff
- Discouraging the sharing of foods and beverages
- Healthy choices in fundraising activities, rewards, celebrations, and school-sponsored events
- Nutrition and physical activity promotion and food marketing, appropriate to grade level, using a sequential, comprehensive, and standards-based program
- Integrating physical activity into the classroom setting
- Communicating with parents about the importance of healthy diets and daily physical activity for their children, encouraging good practices in these areas, and supplying resources to educate them on ways to achieve these goals outside school
- Appropriate food marketing in school consistent with Central City Value's standards
- Staff wellness
- Physical activity opportunities and physical education, including daily physical activity and physical activity opportunities before and after school

For each of the schools it operates, Value Schools establishes a baseline assessment of the school's nutrition and physical activity status and regularly monitors and reviews policies to ensure that its charter schools achieve the standards set by the Wellness Policy.

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.

General Policy Statement

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

Charter School’s Plan to Achieve the District’s Racial and Ethnic Balance Goal

Because most of the students attend Central City Value High School live in nearby neighborhoods and these neighborhoods are mostly Hispanic/Latino, the school has a disproportionately high number of Hispanic/Latino students compared to district-wide percentages, but is demographically almost identical to traditional public schools in the neighborhood. Central City Value will continue to prepare recruitment literature in English, as well as in Spanish and Korean, to continue its outreach efforts to African-American, Asian, Caucasian, and other students. Central City Value will conduct outreach to community organizations and middle schools, both public and private, during the late fall and winter to attract additional ethnic groups. In addition to recruiting at other Value Schools and at Rise Kohyang Middle School at 3020 Wilshire Blvd, Los Angeles, CA 90010, Central City Value will be participating in the:

- KIPP L.A. High School Fair in September 2018, at LA Plaza de Cultura y Artes, 501 N. Main St. Los Angeles, CA 90012; and the

- Vista Charter Middle School High School Fair in November 2018 at 2900 W Temple St, Los Angeles, CA 90026.

When non-Latino families inquire about Central City Value, the administration will make every effort to encourage them to enroll their children. In addition Central City Value High School will look to nearby neighborhoods that may have racial/ethnic populations other than Hispanic and actively recruit in those neighborhoods. In particular, Central City Value will advertise, by posters or flyers and, when possible, in-person gatherings, at the following local parks:

- Poinsettia Recreation Center, 7341 Willoughby, 90046
- Madison Hancock, 627 N. Rossmore Ave., 90004
- Lemon Grove Recreation Center, 4959 Lemon Grove Ave., 90029
- Pan Pacific Park, 7600 Beverly Blvd., 90036
- Denker Recreation Center, 1550 W. 35th Pl., 90018
- Trinity Park, 2415 Trinity St., 90011
- Plunge City Park, 1300 W. Olympic, 90015
- Hope and Peace Park, 843 S. Bonnie Brae, 90057
- Echo Park Youth Center, 515 Laveta Terrace, 90026
- Lake Street Community Center, 227 N. Lake St., 90026

Value Schools maintains a website to inform families of prospective students about their school choices and the advantages of attending one of the *Value Schools* charter schools. Specific information about Central City Value High School is included on that site to encourage parents who may not be familiar with Central City Value from living in the neighborhood to consider it as an educational option on the basis of its academic success. Central City Value High School has ensured that it is listed with information sites about charter schools such as those maintained by the LAUSD and the California Charter Schools Association. Written materials are also maintained at the Charter School site, and are mailed to the families of prospective students on request.

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.

Student Recruitment

Central City Value High School primarily recruits students from the neighborhood in which it is located. As is true for surrounding schools, the student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced price meals). There are also a significant number of English language learners. The traditional public schools in the

surrounding area have low achievement profiles. Central City Value reaches out to students from these schools to inform them of their educational choices. Recruiting, advertising and outreach materials make it clear that Central City Value High School welcomes all students, including those with disabilities.

Admission Requirements

The requirements for admission to Central City Value High School are as follows:

1. The student must be a resident of the state of California.
2. The student must be eligible to enter the ninth grade.
3. The student must not have completed the twelfth grade

Admission Priorities

In the event that there are more youth seeking enrollment in Central City Value High School than there is space available, students will be admitted according to the following priorities:

Lottery Exemptions

Students currently enrolled in Central City Value High School are exempt from the lottery.

Lottery Preferences

1. Students living within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(d)(2)(B).
2. Second preference is given to siblings of children currently enrolled in Central City Value, to promote educational continuity and family convenience.
3. Third preference is given to children of Central City Value's staff or of members of the Value Schools Board of Directors up to 10% of enrollment, to promote board involvement, regular attendance and staff retention.

Admission Process

1. Parents who are seeking to enroll a new student in the school submit a lottery application. Lottery applications for the upcoming year are available throughout the year at the school and on the school's website. Enrollment is open all year except from the close of business on the Monday before the lottery draw to the morning following the draw.
2. The lottery application asks for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the form, those students are counted as returning for purposes of calculating the number of available seats.
4. The lottery draw is held in January, typically on the second Friday of the month. The specific date, time and location are noted on the lottery application; the first lottery draw of the new charter term, if needed, will occur at 8:00 AM on January 11, 2019. The lottery is held at Central City Value High School in its Community Room unless the number of attendees necessitates a move to a larger area on the campus. Attendance at the lottery is not required for admission to the school.

5. The lottery draw is conducted by the principal or the principal's designee. One staff member chosen by the faculty and one parent representative chosen at a parent meeting oversee lottery procedures, reviewing stated procedures beforehand and verifying that the procedures are properly executed. District representatives are invited to attend lottery drawing.
6. If the number of applicants exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of applicants with preferences, in the order of priority listed above. The names drawn first are accepted for admission until all seats are filled. The remainder of the names are drawn to create the waiting list.
7. Once the waiting list of students with lottery preferences is established, the principal or principal's designee randomly draws names from the remaining applicant pool and places them on the waiting list in the order the names are drawn.
8. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which they are received.

Public notice of admission process

1. All applicants to Central City Value High School are given a written description of the rules governing the admission process when they submit a lottery application.
2. The lottery application notes the place, date and time of the lottery. This information is also posted in a prominent place near the entrance to the school most commonly used by the public and on the Value Schools website.
3. Within twenty-four hours after the lottery, names of those selected by lottery are posted in the same location as the notice of the lottery.
4. As noted in "Admission Process" above, attendance at the lottery is not required for admission to the Charter School. Parents may contact the Charter School's main office to learn the outcome of their child's lottery application, i.e., admission or place on a waiting list.

Enrollment

1. Before a student attends Central City Value High School for the first time, but only after the student has been admitted, the family is asked to complete an enrollment form by which the school obtains additional information about the student and family.
2. A member of the school's clerical staff notifies those selected for admission, in the order of their lottery draw, to notify them of admission and begin the enrollment process. If the staff member is unable to reach a parent directly, he or she will leave a message asking the parent to call for an appointment. If the parent fails to respond within two business days, that student loses his/her place and is moved to the end of the waiting list.
3. At the time of contact with a parent, an appointment is scheduled for the parent to meet with Charter School staff to complete the enrollment form. Appropriate accommodations are made for parents/guardians who cannot attend an appointment during regular office hours, including extended office hours and the opportunity to submit the enrollment form by mail. Charter School staff offer assistance to parents, in

person or on the telephone, who need help filling out the form. If the parent fails to keep the appointment and does not appear for a rescheduled appointment date, or fails to submit the enrollment form within five business days that student loses his/her place and is moved to the end of the waiting list.

Waiting list

1. The waiting list governs the order in which openings are filled.
2. If a parent applies after the lottery and all seats have been filled, the parent is orally notified at the time of application of the position that the student will be assigned on the waiting list.
3. If a seat becomes available at a later date due to the departure of an enrolled student, a member of the school office staff calls parents in the order of placement on the list. Parents are given email and telephone contact information and directed to contact the school within three calendar days by one of those methods, or in person, to indicate interest in the position.

Lottery records

Central City Value High School maintains in the cumulative files of admitted students a record of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student is enrolled at the school. If the student leaves the school before graduating, the record of how the student was selected is removed from the student's file and filed with the records of those students not selected in the year the student was admitted.

Central City Value High School maintains for three years a file with the lottery applications for those students not selected for admission. Filed lottery applications indicate the date the application was received, the date of lottery and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and the school is appended to the filed application.

Parent induction program

After the student has been admitted, parents are offered the opportunity to meet with Central City Value High School's principal or designee. In the conference the Charter School's expectations for both the student and parent are outlined. Parents are encouraged to identify their children's current strengths, interests, needs, and potential challenges. They are also asked to identify the challenges they may face in their role as partners in their child's success at Central City Value. The principal guides the parent through possible solutions to these challenges and describes the parent supports provided by Central City Value. The conference includes an invitation to parents to make a commitment to support the core values and to cooperate with Central City Value in the formation of the student in these values. Students are invited to join their parents at the end of the conference and to commit to the core values.

Although parents and students are invited to participate in the induction conference and to commit to the core values, neither students nor parents are required to participate as a condition of any student's admission, continued enrollment, attendance, or participation in Central City Value's educational activities.

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

Selecting the Auditor Approved by the State Controller

The Value Schools CEO and CFO meet annually with the Audit Committee of Value Schools to determine whether the auditor engaged for the previous fiscal year should be contracted for the current fiscal year audit. If the auditor previously engaged is determined to be satisfactory and eligible, the Audit Committee reports that determination to the Value Schools Board for approval by the Board. If a new auditor is to be engaged, the Value Schools CEO and CFO propose two or more auditors with experience in education finance from the California State Controller’s list of Certified Public Accountants Directory Service (CPADS) for K-12 Local Education Agency Audits as posted at <http://cpads.sco.ca.gov/> or otherwise promulgated by the Controller. The Audit Committee reviews the qualifications of the auditors, verifies that they are on the state controller’s list of approved auditors, interviews prospective auditors and reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit

The Value Schools CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records requested by the auditor. The Principal of Central City Value High School provides information to the CFO or to the auditor as requested. The Value Schools CEO is available to meet with the auditor to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

Correcting Issues Identified in the Audit

Upon completion of the annual audit the final audit report is submitted to the Audit Committee. The Audit Committee reviews the report for any deficiencies, findings, material weaknesses, or audit exceptions. The Audit Committee reports such issues to the entire Board. The Audit Committee supervises the CEO and CFO in the correction of such issues and provides such support as may be needed. All recommended changes are to be implemented within thirty days of the Audit Committee's review of the final audit report or within a reasonable time period in light of the complexity of the recommended changes. All deficiencies, findings, material weaknesses, or audit exceptions are to be resolved to the satisfaction of LAUSD.

Submitting the Audit to Required Agencies

The Value Schools CFO is responsible for ensuring the submission of the completed annual audit to the Los Angeles Unified School District, the California State Controller, the California Department of Education, the Los Angeles County Office of Education and any other governmental agency that might become required by law or regulation. The submission of the annual audit is to be on the timeline required by state law or regulation.

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.

School Climate and Student Discipline System

The Charter School's values-based school climate and student discipline system are consistent with the principles of the District's *Discipline Foundation Policy*, *School Discipline Policy* and *School Climate Bill of Rights* resolution in that it uses schoolwide positive behavior support and discipline prevention, implements tiered behavior intervention, employs multiple alternatives to suspension, and provides professional development to teachers, administrators, and staff on all aspects of the Central City Value discipline policies.

Central City Value High School maintains a positive behavior philosophy, with modeling and reinforcement of positive behavior and lifestyle choices. Discipline policies focus on the students' rights and responsibilities while on school grounds and at school activities, as well as the school's options for dealing with challenging behavior. Central City Value uses alternatives to suspension to support students when behavioral missteps occur, including conversation with teachers or administrators, Community Time sessions in which students are able to reflect on their actions and make amends to the community, and tiered interventions of increasing severity. (See "Interventions Rather than Sanctions" below.) Following general principles of due process, Central City Value's discipline policies shall not be discriminatory, arbitrary or capricious. The policies are adapted as needed to take account of the provisions of the IDEA and other considerations common to students with special needs.

Responsible Behavior for Students

Responsible behavior is a hallmark of Value Schools because it reflects an acceptance of the Five Core Values, in particular the values of respecting others and building a safe and nurturing community. These values are closely aligned with the principles of the District's *Discipline Foundation Policy*. Students learn these values and how they relate to their educational experience throughout their Central City Value tenure, as described more fully in Element 1. The emphasis on these values results in such habits as:

- politeness and courtesy towards all (e.g., teachers, students, volunteers, visitors);
- kind words about others: statements that degrade another because of race, gender, creed, national origin, physical appearance or any other characteristic are not acceptable; language that is crude, obscene or in any way may be considered a form of sexual harassment is unacceptable; threats to a person's well-being and all forms of bullying—even if made in jest—are not acceptable;
- just actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting are not acceptable; taking or destroying or in any way reducing in value the property of another (including the community property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;
- healthy choices, including the avoidance of tobacco, controlled substances and alcohol.

Respecting human dignity is a form of toleration of another's rights and differences. However, beyond just getting along with others, human persons have the opportunity of benefiting from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such habits as:

- cooperation with teachers and students in academics and other activities;
- honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation;
- resolving differences peacefully: going beyond the avoidance of negative words or violent actions and seeking a way to live and work together so that everyone can benefit—resolving differences peacefully sometimes means bringing in another person (most often an adult) who can help find a solution that works for everyone;
- getting help for those in need—this includes help for those who are physically sick or injured and those who are psychologically suffering because of some personal problem (e.g., substance abuse or depression) or some family situation (e.g., death of a parent or divorce) and of some peer pressure (e.g., conflicts in school or with friends, pressure from gangs);
- following safety rules so that all can feel and be secure;
- regular attendance—because frequent absences affect school funding that reduces resources for all as well as one's own education.

The other three values—academic learning, the development of each person’s talents in an academically well-rounded way, and service to the community—are manifested in the following habits:

- striving to do one’s best at all times;
- paying attention in class and following teacher directions;
- doing homework and other assignments in a timely fashion; and
- helping others to do their work where appropriate.

Interventions Rather Than Sanctions

The school climate at Central City Value High Schools is rooted in the Five Core Values underpinning all Value Schools. Inculcating those values in the students and staff leads to a climate that reinforces the importance of school attendance, development of one’s potential, respect for self and others, maintaining a safe and nurturing school community, and being of service to the wider community. Central City Value High School’s goal is to produce students who are respectful scholars, able to interact successfully with people having world views, beliefs and preferences different from their own. Because the vast majority of Central City Value students internalize these values from an early age, many potential disciplinary issues are averted or resolved without need for formal action.

Given research supporting alternatives to suspension and expulsion, Central City Value High School employs a Restorative Justice model to implement its discipline policy. Central City Value believes that everyone deserves multiple opportunities for growth and development. Restorative Justice allows those who have been harmed the opportunity to be heard, have input into resolution and have access to support. It also holds accountable those who caused the harm and gives them a role in making amends. Using Restorative Justice in the context of the core values, most problems are resolved with respectful, non-blaming communication and a problem-solving approach.

1. Interventions by Classroom Teachers

- Meet with students between classes or after school to discuss underlying cause of inappropriate behavior, and understand effects of behavior on others.
- Model appropriate behavior for specific situations.
- Generate alternative behavioral strategies.
- Formulate classroom-specific behavior plan.
- Discover common areas of interest with staff or other students.
- Seek motivational and inspirational influences.
- Help student find and carry out restitution for wrongdoing.
- Contact parent to meet with student and teacher.

2. Interventions by Administrators

All of the above interventions are also used by administrators. In addition, administrators may:

- Formulate a schoolwide behavior plan.
- Identify additional staff members for mentoring or support.

- Convene SSP meeting to explore unmet learning or social needs.
 - Recommend and arrange counseling.
 - For attendance-related issues, follow up with approved protocol.
3. Interventions by Counselors
 - Explore root causes of inappropriate behaviors.
 - Screen for common mental health problems (trauma, depression, bullying, gender confusion or sexual orientation issues, eating disorders, anger, drug use, etc.).
 - Set up individual or group sessions to teach coping skills.
 - Refer student to other mental health professional if needed.
 4. Interventions by Parents
 - Meet with teachers and administration to discuss behaviors.
 - Reinforce positive changes at home.
 - Coordinate behavior plans with school and home.
 - Arrange for outside support, if needed.

Sanctions Other Than Suspension and Expulsion

1. Opportunity for make-up work, with support if necessary
2. Making restitution for offense, under the principles of Restorative Justice
3. Loss of privileges, such as free dress on Fridays or eligibility for “student of the day”
4. Detention

Suspension and Expulsion – Overview

Consistent with its preference for intervention over sanctions, Central City Value implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning. Except where suspension and recommended expulsion are mandatory, as described below, the Principal may authorize an in-school or out-of-school suspension following the process described.

Because the goal of the discipline policy is to address infractions with as little disruption to the learning process as possible, Central City Value prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community.

As California law requires, Central City Value shall not involuntarily disenroll, dismiss, transfer or terminate a student for any reason unless the student’s parent or guardian has been given written notice of intent to remove the student. That notice must:

- Be provided no less than five schooldays before the effective date of the action;
- Be written in the student’s native language or that of the student’s parent, guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and

- Inform the recipient(s) of the right to initiate certain notice and hearing procedures (described below) before the action is taken.

If the parent, guardian, or educational rights holder initiates those procedures, the student shall remain enrolled and shall not be removed until Central City Value issues a final decision. Note that this provision does not apply to certain suspensions as described in Cal. Ed. Code § 47605(b)(5)(J).

Grounds for Expulsion or Suspension

Except in cases involving grounds for mandatory expulsion, any of the behaviors or offenses listed below may be grounds for in-school or out-of-school suspension, or expulsion, depending on the severity of the offense and taking into account the safety of the rest of the school community.

1. Grounds for Expulsion (Mandated)

The following offenses are those which mandate immediate suspension and recommendation for expulsion if committed at school or at a school activity off school grounds:

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

Note: Pursuant to E.C. Section 48915 (g), “knife” means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Principal Discretion; the Principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Principal also determines that expulsion is inappropriate, in which case the Principal may initiate suspension procedures:

- Causing serious physical injury to another person, except in self-defense.
- Possession of a knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, except for either of the following:
 - The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- Robbery or extortion.
- Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (California Penal Code Section 243)

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension or Expulsion (Broad discretion)

The Principal has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of a Value Schools campus; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except in self-defense.
- c. Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
- d. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e. Caused or attempted to cause damage to school or private property.
- f. Stole or attempted to steal school property or private property.
- g. Possessed or used tobacco or any tobacco products.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- j. Knowingly received stolen school or private property.
- k. Possessed an imitation firearm. “Imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.
- l. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- m. Committed sexual harassment (applicable to grades 4 through 12 only).
- n. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).

- o. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
- p. Made terroristic threats against school officials or school property, or both.
- q. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r. Engaged in, or attempted to engage in, hazing.
- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension/Expulsion Process

General

The Principal has the authority to suspend and to recommend expulsion subject to the due process rights of students and parents/guardians. The maximum consecutive number of school days for a suspension for a single incident is five. The maximum number of days for suspension during the school year is twenty unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal. The maximum number of suspension days for students with disabilities is ten. At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

Suspension Procedures

Notice to Parents/Guardians; Pre-suspension Conference

Suspension in emergency situations. An “emergency situation” involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Principal’s designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are immediately notified of the student’s right to return to school, no later than the next school day, for purposes of a conference with the Principal or the Principal’s designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the

conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in non-emergency situations. In all non-emergency situations that appear to warrant suspension, a school administrator (typically the Dean of Students) will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference within two school days. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

During a period of suspension the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Principal or designee meet with the suspended student upon return to ensure that assignments have been completed.

Appeal of a Suspension

An appeal from the decision to suspend shall be made in writing to the Chief Executive Officer of Value Schools within five calendar days after the decision of the Principal or Assistant Principal. The written appeal must specify the grounds for the appeal; that is, what provision of law, Central City Value's charter or the Parent/Student Handbook is said to have been violated or misapplied in the conduct of the suspension process. Within five calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools shall notify the parent of the following:

- When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the hearing – the hearing officer will be the Chief Executive Officer of Value Schools or, in the event of a conflict, a principal or administrator from a Value

Schools campus other than Central City Value High School who is not familiar with the events at issue;

- Who may attend the informal hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence that proper procedures were not followed at the school level;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the Principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the Principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the Value Schools CEO) is final.

Expulsion Procedures

Recommendation for Expulsion

If the action for which a student has been suspended is one that requires or may warrant expulsion, and the Principal decides to recommend expulsion, the Principal appoints a Reviewing Officer familiar with the circumstances surrounding the suspension. The Reviewing Officer: (1) determines whether the student's suspension should be extended pending an expulsion hearing; and (2) contacts the Value Schools CEO to request that a Discipline Review Committee be appointed to conduct the expulsion hearing. Both steps are explained below.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Reviewing Officer determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. Central City Value will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's homeroom teacher continues to provide the student with classroom material and current

assignments to be completed at home during the length of the suspension. Written notification listing all required assignments is sent to the student's parents and all needed materials are provided for pick-up in the Central City Value main office. The assignments are also listed on PowerSchool, to which the student and parents have access.

Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the Charter School's main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Expulsion Hearing

The Value Schools CEO appoints a Discipline Review Committee ("DRC") of two certificated members and up to four members in total (certificated and/or classified) uninvolved with the incident. The DRC may not include the Principal, any of the student's current teachers or coaches, the Reviewing Officer, or the Chief Executive Officer of Value Schools. At least one member will be an administrator from another Value Schools campus.

The DRC's role is to conduct an expulsion hearing at which the student and parents have a meaningful opportunity to be heard and to present evidence, and to write a report of its findings of fact and conclusions. The DRC may interview and call hearing witnesses on its own initiative. Unless postponed for good cause by the chair of the DRC at the request of the student and/or parent, the hearing is held within 30 days after the date the student was suspended. At all steps during the suspension and expulsion process, whether written or oral, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Hearings are held at a time and in a setting that reasonably accommodates physical and scheduling constraints of necessary parties, including parents/guardians.

Written notice of the hearing is given to the student and the student's parents within three days of the expulsion recommendation and at least 10 business days before the date of the hearing. Parents are notified of:

- The date, time and place of the hearing, and options for obtaining a reasonable postponement to prepare for it
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or a non-attorney advocate
- Options for reasonable accommodations and language support if needed
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing

- The opportunity to present evidence and witnesses on behalf of the student
- The intention to hold the hearing in a closed session unless the student's parent/guardian makes a written request, at least ten (10) business days prior to the hearing, that the hearing be held in an open session.

Record of Hearing

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians as soon as possible.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from unidentified witnesses to the alleged offense, if the Discipline Review Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

In the event of an expulsion hearing involving a sexual offense, the DRC will consult with a mental health professional or victims' rights advocate for advice concerning the unique needs of any witness, including a complaining witness, to permit a full examination of the facts while protecting the rights of all persons involved. In such cases, the complaining witness in any sexual assault or battery case will 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. The Charter School will also provide the complaining witness a room separate from the hearing room for use prior to and during breaks in testimony.

In preparing for and conducting the hearing, the DRC will make efforts to minimize the discomfort and potential intimidation of any complaining witness, including such measures as non-threatening seating arrangements, permitting periods of relief from examination and cross-examination during which he or she may leave the hearing room, and limiting the time for taking the testimony of the complaining witness to the hours he/she is normally in school, unless good cause is shown that such accommodations would prejudice the rights of the student whose alleged infraction is under consideration.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the DRC that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the

admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Discipline Review Committee Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DRC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. Within three calendar days after the hearing and deliberation, the DRC prepares a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

Notice of Decision

After the DRC delivers its findings of fact and conclusions to the Principal, the Principal or designee attempts to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, Central City Value sends the parents/guardians, within two calendar days, written notice of the decision, including the findings and conclusions. This notice also includes the following: notice of the specific offense committed by the student; notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of an Expulsion

An appeal of an expulsion decision must be made in writing to the Chief Executive Officer of Value Schools within ten business days after the DRC's decision is received by the parents/guardians. The written appeal must specify the grounds for the appeal. Upon receipt of the appeal, the CEO notifies the Value Schools Board that an appeal has been filed.

Within ten (10) calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools provides the parent/guardian with notice of the following:

- When and where the hearing will be held, which shall be no later than fourteen calendar days after the CEO receives the appeal; if appellant requests an extension, a hearing date will be set within 30 business days of the appeal notice;
- Who will conduct the appeal hearing, i.e., the Value Schools Board;
- Who may attend the hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence concerning the event under discussion and/or the original hearing;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the Principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three calendar days after the hearing.

All timelines may be shortened or extended by mutual agreement, and agreement is not to be unreasonably withheld by the Charter School. Upon request of the student and/or parents, the Board may decide the matter based on the written appeal and record submitted, without a hearing. Whether decided on the record or after a hearing, the appellate decision is given in writing not later than three days after the conclusion of the submission of all materials and conclusion of any oral presentations. The decision of the DRC shall not be reversed arbitrarily or capriciously.

Central City Value High School is responsible for ensuring that any records of the expulsion proceedings are maintained, and makes available to students/parents the written findings, minutes and, if any, audio records of the proceedings.

Central City Value also provides post-expulsion support to expelled students and their families to facilitate continued access to education. In the event a student must be expelled, the Charter School will work cooperatively with the parents, public school district of residence, and others to assist with the educational placement of a student who is being expelled. The Charter School will notify the school or district in which an expelled student will next be enrolled of any and all incidents of violence or of behavior that was threatening to the well-being of any person. 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.

Reinstatement and Readmission

Upon expulsion, students expelled from Central City Value High School are given a rehabilitation plan developed by the Value Schools Board with the assistance of the Principal or his or her designee, and a written notice of the procedures for seeking readmission. The rehabilitation plan includes the elements that the Value Schools Board will consider if the student seeks readmission. While tailored to the individual situation, such elements typically include evidence of improved behavior, attendance and academic performance in the alternative placement setting. The plan may also set out a schedule for periodic review to ensure the student is complying with the rehabilitation plan, as well as a description of assessments to be made at the time of review for readmission. The rehabilitation plan includes that date on which the student may apply for readmission to Central City Value, which will be no later than one (1) year from the date of expulsion.

When the term of expulsion has expired and the student is presented for reinstatement, the Principal reviews compliance with the conditions of the rehabilitation plan and recommends to the Value Schools Board that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Value Schools Board decides whether to authorize reinstatement.

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.

Responsible staff

Central City Value High School will have two categories of employees – certificated and classified. At the time of initial employment, each employee will meet with the Human Resources Manager for Value Schools and receive information about the applicable retirement programs. The Human Resources Manager and CFO will work with the Los Angeles County Office of Education to ensure that each employee is properly enrolled in the appropriate program.

Coverage offered

Certificated Staff. All eligible credentialed employees will be covered by the California State Teachers Retirement System (CalSTRS) subject to the terms of that system. Those employees covered by CalSTRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion. Central City Value High School acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

Classified Staff. All eligible non-credentialed employees will be covered by the California Public Employees Retirement System (CalPERS). Employees covered by CalPERS participate in both the Medicare and OASDI portions of the federal social security system. Central City Value High School acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

All Staff. All employees will be eligible to make voluntary contributions to a tax sheltered plan.

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.

By a notice in the Parent-Student Handbook, Central City Value High School will notify students and parents/guardians that any pupil may choose to enroll in another school.

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, 20th Floor
Los Angeles, California 90017

Central City Value High School
c/o Principal
221 N. Westmoreland Ave.
Los Angeles, CA 90004

- 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, 20th Floor
Los Angeles, California 90017

Central City Value High School
c/o Principal
221 N. Westmoreland Ave.
Los Angeles, CA 90004

- 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.

Closure Agents

In the event that Central City Value High School closes, the Chief Executive Officer and Chief Financial Officer of Value Schools will serve as 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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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, 28th 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

District Required Language

Assurances, Affirmations, and Declarations

Central City Value High School (also referred to herein as “Central City Value,” “CCVHS” 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.³

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.

³ 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.

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.

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(l). 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 blood borne 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 school site 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. 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, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 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, 20th Floor
Los Angeles, California 90017

Central City Value High School
c/o Principal
221 N. Westmoreland Ave.
Los Angeles, CA 90004

- 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:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to 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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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, 28th 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).)