



V.I.P.



Valley International
Preparatory High School

**A proposed 9-12 Charter School serving the East San
Fernando Valley**

**Charter Term:
2018-2023**

Table of Contents

ELEMENT 1: THE EDUCATIONAL PROGRAM	6
<i>General Information.....</i>	<i>7</i>
<i>Community Need for Proposed Charter School.....</i>	<i>13</i>
<i>Meeting the Needs of the Community</i>	<i>14</i>
<i>Student Population To Be Served.....</i>	<i>16</i>
<i>Five - Year Enrollment Rollout Plan</i>	<i>18</i>
<i>Goals and Philosophy.....</i>	<i>18</i>
Vision:.....	18
Mission:.....	18
<i>An Educated Person in the 21st Century</i>	<i>20</i>
<i>How Learning Best Occurs.....</i>	<i>21</i>
A Small Learning Community.....	21
Parental Involvement	22
How these strategies support the target population.....	22
<i>Goals for Enabling Pupils to Become and Remain Life-Long Learners.....</i>	<i>23</i>
<i>Instructional Design.....</i>	<i>38</i>
<i>Curriculum and Instruction.....</i>	<i>43</i>
<i>Curricular and Instructional Materials:</i>	<i>57</i>
<i>Instructional Methods and Strategies Used to Deliver Curriculum</i>	<i>58</i>
<i>How School's Instructional Methodologies and Curriculum Will Support Implementation and Ensure Students Master Common Core State Standards, Next Generation Science Standards, English Language Development, and other state standards</i>	<i>62</i>
<i>How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology.....</i>	<i>63</i>
<i>Graduation Requirements.....</i>	<i>64</i>
<i>WASC Accreditation</i>	<i>66</i>
<i>Meeting the Needs of All Students</i>	<i>77</i>
Positive Behavioral Interventions and Support	78
Family Involvement	79
English Learners.....	79
Gifted and Talented Students and Students Achieving Above Grade Level	85
Students Achieving Below Grade Level.....	85
Socio-Economically Disadvantaged/Low Income Students.....	87
Students in Other Subgroups.....	87
“A Typical Day”	88
ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	90
<i>Measurable Goals of the Educational Program</i>	<i>90</i>
<i>Standardized Testing.....</i>	<i>90</i>
<i>Measurable Pupil Outcomes: Summative Assessment Performance Targets.....</i>	<i>91</i>
<i>Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment.....</i>	<i>91</i>
<i>Data Analysis and Reporting</i>	<i>94</i>
<i>Grading, Progress Reporting, and Promotion/Retention.....</i>	<i>96</i>
Grading and Progress Reporting.....	96
Promotion / Retention Policy.....	98
ELEMENT 4: GOVERNANCE	99
<i>Governance Structure.....</i>	<i>102</i>

<i>Governing Board Composition and Member Selection</i>	<i>103</i>
<i>Governance Procedures and Operations</i>	<i>105</i>
<i>Stakeholder Involvement.....</i>	<i>106</i>
<i>School Site Council.....</i>	<i>107</i>
ELEMENT 5: EMPLOYEE QUALIFICATIONS.....	109
Teaching Credential Verification.....	110
Work Agreements	110
<i>Employee Positions and Qualifications</i>	<i>110</i>
Administrative Structure.....	110
(one serving as ELD coordinator)	110
Job Descriptions of Key Personnel	111
Executive Director	111
Job Expectations	111
Principal	112
School Counselor	113
Qualifications	113
Job Expectations	113
Registrar	114
Qualifications	114
Finance Manager (Non-certificated).....	114
Office Staff.....	116
Teachers.....	117
ELD Coordinator	117
Special Education Specialist	119
ELEMENT 6: HEALTH AND SAFETY PROCEDURES.....	122
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	125
<i>Student Recruitment.....</i>	<i>125</i>
ELEMENT 8: ADMISSION REQUIREMENTS.....	127
<i>Admission Process</i>	<i>128</i>
ELEMENT 9: ANNUAL FINANCIAL AUDITS.....	131
<i>Annual Financial Audit Procedures.....</i>	<i>131</i>
<i>Audit Exceptions & Deficiencies to be Resolved.....</i>	<i>132</i>
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES	133
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	149
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	150
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES	151
ELEMENT 14: MANDATORY DISPUTE RESOLUTION	152
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES.....	156
Financial Close-Out.....	160
Disposition of Liabilities and Assets	162
Additional Provisions.....	164

Assurances, Affirmations, and Declarations

Valley International Preparatory High School (also referred to herein as “VIPHS” and “Charter School”) shall:

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

General Information

GENERAL INFORMATION	
The contact person for Charter School is:	Alison Martin
The contact address for Charter School is:	11333 Moorpark St., #155, North Hollywood, CA 91602
The contact phone number for the Charter School is:	818-209-8826
The proposed address, or target community by zip code of Charter School is:	Van Nuys, Sherman Oaks, Encino, or Panorama City, CA in ZIP Codes 91411, 91403, 91316 or 91402.
This location is in LAUSD Board District	Three & Six
This location is in LAUSD Local District	Local District Northwest and Northeast
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	350
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 15, 2018
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency)	400
The type of instructional calendar (e.g. traditional/year-round, single track, multi-track, extended day/year) will be:	Traditional calendar
The bell schedule for Charter School will be:	See below
The term of this Charter shall be:	July 1, 2018 – June 30, 2023

Proposed Bell Schedule: The bell schedule will alternate between “A Days” and “B Days,” with the indication of when these will fall on the more comprehensive academic calendar later in this petition. There will be a total of 180 instructional days (90 A Days and 90 B days), six minimum PD days (three A days and three B days), and five pupil-free days (four before the first day of instruction in August and one after spring break). Research has shown that starting school later, even if not every day, can boost academic achievement among adolescents, which is why “B Days” are scheduled to start later. Furthermore, block schedules are better aligned to the demands of the CCSS State Standards (“CCSS”) and have been shown to:

- Improve teaching and learning
- Improve ability to focus attention
- Increasing on-task time by limiting transitions
- Improve interpersonal relations between teachers and students¹

¹ The Education Alliance (1998), “Block Scheduling: Innovations with Time,” LAB at Brown University

A Days:

Block 1A	8:20 - 9:55 - 95 minutes (10 minute nutritional and restroom break)
Block 2A	10:05 - 11:40 - 95 minutes
Lunch	11:40 - 12:15 - 35 minutes (5 minute passing period)
Block 3A	12:20 - 1:55 - 95 minutes (10 minute nutritional and restroom break)
Block 4A	2:05 - 3:40 - 95 minutes

Total 380 instructional minutes

B Days:

Block 1B	9:20 - 10:55 – 95 minutes (5 minute passing period)
Block 2B (Advisory)	11:00 - 11:40 - 40 minutes
Lunch	11:40 - 12:15 - 35 minutes (5 minute passing period)
Block 3B	12:20 - 1:55 - 95 minutes (10 minute nutritional and restroom break)
Block 4B	2:05 - 3:40 - 95 minutes

Total 325 instructional minutes

Furthermore, six minimum days for Professional Development (“PD”) will be used so that afternoons can be dedicated to in-depth professional development. The bell schedule for those days are as follows:

PD Minimum A Days:

Period 1A	8:20 - 9:25 - 65 minutes (5 minute passing period)
Period 2A	9:30 - 10:35 - 65 minutes (10 minute nutrition and restroom break)
Period 3A	10:45 - 11:50 - 65 minutes (5 minute passing period)
Period 4A	11:55 - 1:00 - 65 minutes

Total 260 instructional minutes

PD Minimum B Days:

Period 1B	8:20 – 9:40 – 80 minutes (5 minute passing period)
Period 2B (Advisory)	9:45 – 10:05 – 20 minutes (10 minute nutrition and restroom break)
Period 3B	10:15 – 11:35 – 80 minutes (5 minute passing period)
Period 4B	11:40 – 1:00 – 80 minutes

Total 260 instructional minutes

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 (LTEs) 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.

Community Need for Proposed Charter School

The target neighborhoods/communities to be served by Valley International Preparatory High School are those in the immediate vicinity of our proposed campus: Van Nuys, Sherman Oaks, Encino, and Panorama City. In these communities, there is a need for a smaller charter high school that focuses on community connectedness through a diverse population in a small learning environment, and high achievement through research-backed instructional strategies and a comprehensive advisory and college counseling program that addresses social-emotional development.

Perhaps most importantly, a college counseling program that focuses on identifying “right fit” for every student in order to ensure persistence and to minimize attrition is needed not just in the community but for the country at large.² Nearly four out of five jobs destroyed by the recent recession were held by workers with a high school diploma or less.³ While high school graduation rates have increased, the percentage of students matriculating who complete their degree in four and six years is decreasing. In other words, high schools need to make sure they’re not just sending students to college, they need to ensure that they are sending students to the college that is the “right fit,” both academically and socially, in order to better ensure their success and persistence in completing their degrees in four years.

Meeting the Needs of the Community

California Charter Schools are mandated to (a) improve pupil learning; (b) increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; (c) encourage the use of different and innovative teaching methods; (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (e) provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and (f) hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems. (Education Code Section 47601.)

Valley International Preparatory High School will provide an educational environment and social model that puts college-targeted planning, support, choice and matriculation at the center of its mission/vision — with individually designed and executed support made easily accessible and delivered to each student, no matter what individual challenges present themselves. By doing so, we demonstrate our commitment to the equal worth and dignity of every student by providing them the personalized attention they need to reach their maximum potential and expand the learning experiences that may not be aware of otherwise.

Those of us who are hoping to bring VIP to LAUSD firmly believe that we should and will provide access to the *complete* higher education options that are out there in individually tailored ways that are only possible to deliver within a small and connected learning community.

Public high school guidance counselors in California (oftentimes assigned the title “school counselors”) nearly always carry huge caseloads (the counselor to student ratio in California is 945:1)⁴, thus may struggle to provide high-quality *college counseling*. First of all, their time is largely

² Chuck, Elizabeth, “Just Over Half of All College Students Actually Graduate, report Finds,” URL: <https://www.nbcnews.com/feature/freshman-year/just-over-half-all-college-students-actually-graduate-report-finds-n465606>, Nov 18, 2015.

³ Carnevale, Anthony, Jayasundera, Tamara, and Cheah, Ben (August, 2012) “The College Advantage”

⁴ California Department of Education, “Research on School Counseling Effectiveness,” URL: <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

taken up with meeting the myriad demands of delivering much-needed academic and socio-emotional counseling to their adolescent charges. In fact, A 2005 study by the National Association for College Admission Counseling (NACAC) reported that the average public high school student got about 38 minutes of college advising per year from their guidance counselor, and a 2009 study by the National Center for Education Statistics said the average public school had 457 students per counselor.⁵

Perhaps an even greater problem that exists is that school/guidance counselors receive little-to-no formal training within the college counseling realm when completing their coursework for the purposes of obtaining the Pupil Personnel Services (“PPS”) credential. A 2012 report from Harvard University states “Although graduate course work varies by state ... specific course work in higher education or college counseling is rarely required, if even offered.” Less than 10 percent of counselor graduate programs currently offer specific course work in college counseling, as identified by the National Association for College Admission Counseling, and the number of new programs adding such a course in the last year is less than a dozen.⁶

Conversely, VIP’s goal is to optimally prepare and support each one of its students for higher-education choice, completion, and success...no matter what socio-economic, cultural, socio/emotional and/or learning challenges may exist. Those of us who have taken the helm of VIP’s creation and execution have a *proven* track record in successfully working as a team in another instructional program, leading students to achieving college admissions as well as the needed financial aid support.

Over the last eight years, Anne Cochran, the proposed executive director, in her capacity as director of College Counseling at CHAMPS Charter High School and Director at iLEAD North Hollywood, has guided hundreds of students from virtually *all* walks of life in achieving optimal college fit that has been individually tailored to each one’s needs and goals — which is precisely where we believe all of public secondary education needs to go in terms of facilitating its graduates’ brightest-possible futures. The task is a deep and multi-faceted one that certainly includes and reaches far beyond the offering of Advanced Placement (“AP”) classes, group-centered information sessions and college admissions test preparation. It requires caring and nurturing the whole child via listening, reacting, guiding, applying specialized college-concerned knowledge, and we are fully prepared and able to meet such a challenge. As a small group of educators who have worked together in the past, our roster of previous success stories includes college placements at a wide and diverse array of carefully chosen institutions throughout the U.S., ranging from public and private universities to small liberal arts colleges, specialty schools (arts; science, technology, engineering, and math (“STEM”); trades), Ivy League (and equivalent) selections, historically black colleges and universities (“HBCU”), single-gender choices, and pre-professionally-oriented programs and institutions.

⁵ Koebler, Jason, “Make the Most of College Admissions Counseling,” URL: <https://www.usnews.com/education/blogs/high-school-notes/2011/04/01/make-the-most-of-college-admissions-counseling>, April 11, 2011

⁶ O’Conner, Patrick, “Not Reaching High Enough,” URL: <https://www.insidehighered.com/views/2015/07/13/essay-calling-more-training-college-counselors>, July 13, 2015

So, yes, just as LAUSD states in its goals, we do indeed start with the student — each and every time. Also, we make every effort to involve same student’s family. Families and family-centered, college-concerned education truly comprise the cornerstone of the process.

The classroom is where much of the necessary learning and action takes place. Our teachers and staff will be educated and supported throughout the school year in terms of helping them best deliver our college-centered message, and take the necessary steps to helping each child move forward to a viable opportunity within the higher-education realm. It is indeed a group effort, and we have many success stories to illustrate that we can and will do it.

Finally, similar to LAUSD’s stated goals, diversity is our strength — it is the key to separating and highlighting our proposed program from others. Our proposed program truly does indeed endeavor to achieve diversity, serve our neighborhood, and “serve the underserved,” alongside others. In other to bring forth a truly diverse atmosphere in every sense of the word, we will do our best to enroll students from all walks of life — every color, creed, ability level, income level. True diversity is what will breathe life into our purpose, and we’ve already experienced it many times over. All of us will work together to bring each one of our students to the realization and actuality of the best-possible post-high school fit, which usually translates to a viable and unique choice in higher education. Our teachers will be deeply committed to our mission, as they will be allowed to create curricula that not only excites their students, but them as well.

When students are adequately (and dare we say it? passionately) prepared for college admission, their academic-centered efforts and aspirations tend to follow suit. It is indeed a natural progression. They tend to be more efficient, focused, and transparent in their daily operations, within and out of school. Because they are deeply and creatively engaged in designing their own personal journeys and feel adequately supported, students are far more receptive to delivering learning results from a variety of innovative teaching methods. In short, they are less bored, less cynical, less troubled...and more centered, more open, more optimistic.

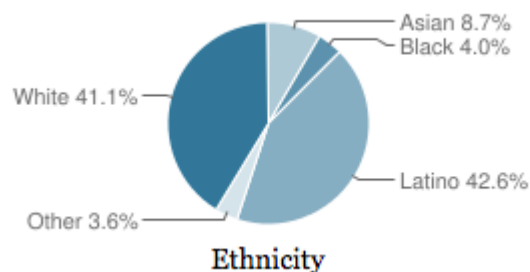
Student Population To Be Served

Both John Dewey and Paulo Freire saw schools as potential agents of change where a process of continuous group dialogue can enable people to positively understand, impact, and change society. At a time when there are trends towards resegregation in Los Angeles, it is the belief of VIP that schools need to foster interaction between students of diverse backgrounds.⁷ All too frequently, schools in urban areas, whether by design or accident, can be racially, ethnically, and economically segregated. Greater school integration of diverse communities in terms of economic, educational,

⁷ Bader, Michael, “L.A. is resegregating,” URL: <http://www.latimes.com/opinion/op-ed/la-oe-bader-resegregation-los-angeles-20160401-story.html>, April 1, 2016

and ethnic backgrounds has been shown to reduce the achievement gap and improve outcomes for all.⁸

As a result, we seek to target a population that is representative of the diverse communities that make up the San Fernando Valley and bring together students from a variety of backgrounds, ethnicities, and socioeconomic classes. According to the LA Times, the ethnic breakdown of the communities that make up the San Fernando Valley are:⁹



We seek to replicate a similar ethnic breakdown in our target population by targeting recruiting in the immediate communities of Van Nuys, Panorama City, Sherman Oaks, and Encino. Further breakdown of target student population included in enrollment projection table. Valley International Preparatory High School will implement a recruitment and marketing process to achieve racial, ethnic, and socioeconomic balance among its students.

Both Dewey and Freire believed that continuous group dialogue can enable people to positively understand, impact, and change society.¹⁰ A challenge of bringing together our target population of diverse students and communities is how to foster such a dialogue between students from oftentimes drastically different socioeconomic backgrounds. The proposed target zip codes for VIP are 91411, 91403, 91316 or 91402.

Communications is the proposed instructional focus for Valley International Preparatory High School. Many of our potential students participated in small group information sessions at neighborhood restaurants and parents' home where they expressed a lot of interest in this instructional focus. In addition, many of the interested teachers have backgrounds in communications, including being members and leaders of award winning speech & debate and poetry teams. The proposed administrators, Anne Cochran and Michael Horne, have experience running a "National Speech School of Excellence," meaning their school was ranked in the top twenty speech and debate programs in the entire country. Making "Speech and Debate" or "Communication Arts" a required elective for 9th or 10th grade year will aid in our mission and vision, in addition to increasing understanding and interaction between the diverse communities that make up the east San Fernando Valley.

⁸ Burris, C.C. & Welner, K.G. "Closing the Achievement Gap by Detracking," *Phi Delta Kappan*, 86(8), 2005.

⁹ Mapping LA: The San Fernando Valley, "<http://maps.latimes.com/neighborhoods/region/san-fernando-valley/>,"

¹⁰ See Freire, Paulo, *Pedagogy of the Oppressed*, 30th Anniversary Edition, New York: Continuum, 2005 & Dewey, John *Democracy and Education: An Introduction to the Philosophy of Education* New York: Columbia University Press, 1915

Five - Year Enrollment Rollout Plan

At full capacity, drawing on research about optimal school size and connectedness in social groups, Valley International Preparatory High School will begin with 350 students and expand over 5 years to serve 400 students at 100 students per grade level. ¹¹

Please see the following table for projected grade level enrollment at Valley International Preparatory High School for the following five years. To reach its enrollment targets, Valley International Preparatory High School has created a recruitment and outreach plan as outlined in general terms in Element 7. We are confident that our diverse outreach efforts, already stellar reputation of our educators in the community, and thoroughly designed college counseling program will contribute to our meeting enrollment targets.

Enrollment Roll-Out Plan					
Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
9	85	100	100	100	100
10	85	100	100	100	100
11	85	100	100	100	100
12	95	100	100	100	100
Total	350	400	400	400	400

Goals and Philosophy

Vision:

Through innovation, collaboration, and engagement, Valley International Preparatory High School will empower their students to be passionate, self-motivated, competent, lifelong learners who are eager to meet the challenges of post-secondary life in the 21st century.

Mission:

The mission of Valley International Preparatory High School is to prepare students for college and/or a career through a variety of stimulating and challenging instructional methodologies, an extensive college counseling process that focuses on “right fit” for every student, and an advisory program that fosters self-reflection, self-expression, and self-actualization.

¹¹ See Fowler, William J & Walberg, Herbert J. “School Size, Characteristics, and Outcomes,” *The Journal of Educational Evaluation and Policy Analysis*, Vol 13, Issue 2, 1991 & ¹¹ Dunbar, Robin, *How Many Friends Does One Person Need? Dunbar’s Number and Other Evolutionary Quirks* New York: Harvard University Press, 2010

Core Values

The petition team at Valley International Preparatory High School has identified the following core values:

Innovation: Students will participate in innovative curricular and counseling experiences that improve their abilities to:

- Use technology to effectively access, organize, analyze, and present information.
- Integrate technology as an effective tool in their daily lives
- Use inquiry processes and critical thinking skills to apply, analyze, synthesize, and evaluate information.
- Develop novel solutions to complex and rigorous questions and challenges.

Collaboration: Students, families, and staff members will actively work together to create an exceptional high school experience where:

- Families play an active role in goal setting and developing a plan that will guide them in their pursuit towards “right college fit.”
- Students embrace diversity in order to collaborate, work effectively, and manage interpersonal relationships with people from variety of backgrounds.
- Staff collaborates with each other in order to better support student achievement

Engagement: Student achievement will reflect a high level of engagement in academic and extracurricular offerings where:

- Students will effectively use oral and written communication skills for a variety of purposes and in a variety of formats
- Students will demonstrate content area and grade level achievement in all core subject areas and skills.

Core Competencies: The core competencies expected of students are aligned with the Hewlett Deeper Learning Model. Upon graduating Valley International Preparatory High School, students will have demonstrated

1. Mastery of core academic content as defined by CCSS and Next Generation Science Standards (“NGSS”)
2. The ability to think critically and solve complex problems
3. The ability to communicate effectively in a variety of formats and for a variety of purposes
4. The ability to work collaboratively with individuals from a diversity of backgrounds
5. A metacognitive understanding of the learning process through the Five Key Cognitive Strategies
6. An academic mind-set that demonstrates motivation, engagement, and ownership of learning

An Educated Person in the 21st Century

Aside from the necessary building blocks of critical-thinking that are acquired through a well-rounded liberal arts education, the ability to question, the patience to find the truth amongst the noise, and the wisdom to allow curiosity to overrule the mundane is what we believe it means to be truly educated in the 21st Century.

Thus far, public high school education has struggled to provide adequate service to its students in terms of in-depth college planning and preparation (as was mentioned previously, the counselor to student ratio in California is 945:1). Higher education is, to the say the least, expected — if not required — but the time it takes to truly know each student and to understand the ability level of each child to make the leap into adulthood can be rarely afforded or even understood. Valley International Preparatory High School focuses on facilitating the developmental skills that students need in order to successfully transition to adulthood. Our philosophy is that each student's intrinsic and individualistic values must be recognized. Although any given student may be "educated," any two or more students do not share the same "fit" within the realm of college choice.

A true 21st-Century education goes beyond simply understanding how technology itself functions and how to use it; it includes the ability to decipher and master the ways that technology shapes the way how humans live, work, play and interact with one another. It is imperative that schools provide education in both the technical and practical uses of cutting-edge technology, but also to aid students in exploring the ethical, moral, and philosophical implications of the ever-increasing integration of technology into everyday life. This true contemplation and understanding of how we remain human in the face of exponential technological change depends on the skills fostered by a well-rounded education grounded in the humanities, sciences, and arts, as defined by the California, CCSS, and Next Generation Science Standards.

Furthermore, increasing global integration means that an educated person in the 21st century must be a socially responsible global citizen that embraces and respects cultural diversity. Through a communications focus that emphasizes critical thinking, Valley International Preparatory High School seeks to develop in students a sense of confidence about his/her ability to understand and relate to themselves, the world around them, and people from a diversity of backgrounds.

As a result, we believe that graduates of Valley International Preparatory high school will go forth with a deep understanding of the institutions, structures, and technology that rule our lives and will be confident of the roles that they will choose in that life. They will be competent researchers and communicators; able to critically investigate the challenges, questions, and ethical dilemmas they will face in college and/or throughout their careers.

The National Association of Colleges and Employers recently published the "soft skills" and qualities that employers are looking for in recent graduates, including "written communication skills, problem-solving skills, verbal communication skills, and a strong work ethic," all of which VIP will inculcate in its students to ensure that they are a truly education person in the 21st century.

How Learning Best Occurs

A Small Learning Community

We recognize and embrace the individuality of every student and family, and believe that all children can learn, given the right conditions and requisite level of collaboration and interaction. Learning best occurs in a collegial atmosphere in a small learning community - with teachers and students as partners in education.

As far back as Maslow (1943, 1954), research has consistently demonstrated that an emotionally safe, well-supported environment affords the child access to higher-order thinking and boosts academic achievement for all levels of learners. Conversely, many researchers have linked decline in motivation to the decline of teacher-student relationships and social bonding.¹² Evolutionary psychologist Robin Dunbar has demonstrated that anywhere from 100-250, but generally 150, is the number of individuals with whom any one person can maintain stable social relationships.¹³ As a result, we've designed our educational program around grade-level enrollment of about 100 with four advisory teachers assigned to each group of 100 students. This will not just boost academic achievement, but also aid in our mission to create a school community that better reflects the diversity of the communities in which we reside and to foster conversations between students of different backgrounds. We believe that at VIP, students who are known well, know well.

Constructivism, Varied Instructional Methodologies, and Project Based Learning

The petition team and teachers ascribe to constructivist theories of learning that show individuals construct knowledge through social interaction and dialogue rather than just receiving it from others. Our expectations for teachers are to design curricula, unit, and lesson plans that address state, CCSS, and Next Generation Science Standards but also ones that are rigorous, engaging, accessible, and focus on active learning. Hands-on and teacher-created materials will supplement CCSS-aligned textbooks and instructional materials, and the communications focus of the school will emphasize critical thinking and explanation of reasoning instead of just memorizing and reciting facts. By approaching learning in this way, Valley International Preparatory High School teachers will assume the role of facilitators of meaningful learning experiences that have been thoughtfully constructed by a qualified and passionate staff. Students will discover how to learn, and develop the skills to become self-empowered learners.

¹² Eccles, J.S. Lord, S., and Midgley, C (1991) "What are we doing to early adolescents? The impact of educational contexts on early adolescents." *American Journal of Education* 99(4), 521-542

¹³ Dunbar, Robin, *How Many Friends Does One Person Need? Dunbar's Number and Other Evolutionary Quirks* New York: Harvard University Press, 2010

Varied Methodologies

Rather than rely on one or two “magic bullets” that seem to be currently on trend in the education world, we seek to utilize a variety of research-supported instructional methods that best support student learning depending on the discipline, learning objective, and/or student learning styles and specific needs of targeted sub-groups. These instructional methods will include Explicit Direct Instruction, a variety of constructivist discussion and communication strategies, flipped learning practices when appropriate, and project-based learning. Through diverse approaches, staff will ensure high performance on the California, CCSS, and Next Generation Science Standards.

Although Valley International Preparatory High School will be academically rigorous, we believe that “rigorous” and “progressive” are not mutually exclusive concepts when it comes to education. Although learning takes place with the content that a traditional education provides, an education that infuses the skills and experiences that cultivate critical thinking, leadership, and character is what makes true learning possible. As a result, we also plan on actively developing and improving on teachers’ incorporation of project based learning. At least once a year, it will be expected of each teacher to designing a project where students learn to take charge of their own learning by actively planning, researching, and developing in-depth a project that addresses a rigorous question, challenge, or problem.

Parental Involvement

Evidence has consistently shown that regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education¹⁴

As a result, the administration and staff at Valley International Preparatory High School believe that consistent parental outreach and opportunities for parents to participate in the learning, advisory, and college counseling processes are crucial to creating an environment where learning best occurs.

How these strategies support the target population

Our target population will reflect the demographic makeup of the San Fernando Valley at large - all with the intent of higher education as a true, attainable life goal. This “melting pot” allows the students a varied culture of economic strata and specific community traditions while celebrating similarities of shared educational goals. We want to be more than a neighborhood Charter School, we aspire to connect with the Valley as a whole and society at large. We will focus on the whole

¹⁴ “A New Wave of Evidence,” Southwest Educational Development Laboratory, 2002

child, valuing not just academic success on the path to college, but also social and emotional growth of each culturally varied individual. Our beliefs about how learning best occurs are supported by the research and will benefit students from all backgrounds.

Research suggests that effective instruction and curricula celebrates diversity and affirms students' gender, cultural, ethnic, and linguistic heritages. As we hope to bring students from all walks of life, with diverse learning styles and traditions, our varied approach will ensure that all student needs are served as well as appeal to diverse learning styles.¹⁵ This broad range of experiences and perspective brought to school by culturally, linguistically, and ethnically diverse students is a powerful resource that we seek to tap through the communications focus of our programmatic offerings and instructional approaches. Furthermore, EL students, in addition to developing reading and writing skills, need multiple opportunities to practice oral expression and fluency, and constructivist approaches to discussion-based teaching and project based learning incorporate opportunities for all students, not just those of EL background, for purposeful talk and the development of language skills.¹⁶

Goals for Enabling Pupils to Become and Remain Life-Long Learners

Contact with teachers on an individual basis during our twice or thrice weekly, 40-minute advisory periods will be used as a cornerstone for student motivation. The advisory curriculum will implement the College Board's Advisory Session Guides¹⁷ along with grade-level team developed lesson plans on setting academic and college goals, social-emotional development, and organizational and study skills. Advisory teachers will also monitor a students' grades, help students understand performance data, and invest stakeholders through the "Individualized Learning Plan (ILP)," process outlined in the next paragraph. For students, knowing that an adult is personally invested in the success of a student in a "safe" space allows the student to positively develop academic and social skills, and when appropriate, have an adult advocate who can intervene and help re-direct the student.

Every year, advisory teachers will meet with parents/guardians in the fall to craft individualized learning plans ("ILP") which will include an initial assessment of the student's learning style (done through a variety of publicly available learning style surveys) and interests, performance data in Math and English Language Arts ("ELA") diagnostic assessments, and self-reported rankings on a social-emotional rubric. During ILP meetings, students will be aided in crafting two academic and one social emotional goal for the academic year, and advisory teachers will be the point persons in following up with students on a regular basis. Furthermore, students will track their progress towards their goals using an advisory binder that will be presented to parents/guardians at the

¹⁵ Cole, Robert W. (2008) *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Revised and Expanded 2nd Edition*. Association for Supervision & Curriculum Development, 41

¹⁶ Milner, J.O. and Milner, L.F. (2008). *Bridging English: Fourth Edition*. New Jersey: Pearson, 94-95

¹⁷ College Board, "College Board Advisory Session Guides"

spring ILP review meeting. Research shows that a strong advisory program boosts students' achievement and helps them on the path to lifelong learning.

Furthermore, peer involvement aligned with the same academic goals during student-centered and project-based methodologies builds a fabric of shared educational values. Through a varied approach that emphasizes communications skills, both through formal electives and through integration into all subject areas, educational challenges become topics of discussion as opposed to stumbling blocks. Support becomes the norm as opposed to the aspiration. The setting forth of future goals like college and career readiness, keeps students actively engaged in their own prospects, their own dreams, their own education.

LCFF STATE PRIORITIES						
GOAL #1						
<i>VIPHS will ensure all students are provided a supportive learning environment that includes highly effective and fully credentialed teachers and which provides full access to standards-aligned instructional materials in a well-maintained facility.</i>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>: </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <i>Assure that all current teachers and all new teachers that are hired have correct credential and are assigned to the appropriate content area classes.</i> <i>Instructional leads (Principal, Department Chairs, members of Instructional Leadership Team) will provide development in effective content and instructional pedagogies identified as priorities to support all teachers and all learners.</i> 						
Expected Annual Measurable Outcomes						
Outcome #1: <i>100% of teachers will be credentialed and/or ESSA compliant</i> Metric/Method for Measuring: <i>Teacher credentialing and appropriate assignments</i>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%

GOAL #2						
<p><i>VIPHS will provide all students with rigorous, standards-aligned curricula (including supporting technology and access to advanced classes) assuring readiness for a full range of college and career options.</i></p>	<p><i>Related State Priorities:</i></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p><i>Local Priorities:</i></p> <div style="margin-bottom: 5px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <i>A master schedule will be designed that includes sufficient courses for students to meet A-G requirements as well as additional advanced classes and electives to prepare for college level courses</i> <i>Principal will oversee submission of all course to UC A-G portal for approval in fall</i> <i>The academic counselor and grade level teams will review schedules and progress in classes to ensure that all students are on track for graduation</i> <i>Professional development to all staff regarding SDAIE and English language development standards in order to support EL students</i> 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: <i>All A-G required classes will be offered and all students will be enrolled in A-G courses that move them towards graduation</i></p> <p>Metric/Method for Measuring: <i>A-G requirements / progress</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%

GOAL #3						
VIPHS will continually increase the percentage of students meeting or exceeding standards in ELA and Mathematics				<i>Related State Priorities:</i> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<i>Local Priorities:</i> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development • Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications • Implement personalized intervention strategies and programs, including a push-in co-teaching model of small group instruction for English Learners and students with disabilities, in order to meet individual academic needs of specific students 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will annually increase the number of students achieving proficiency in English Language Arts Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP English Language Arts assessment						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)		Meet or exceed district-wide and local school averages and establish baseline	2% increase above baseline	4% increase above baseline	2% increase above previous year	2% increase above previous year
English Learners		Same as above	3% increase above baseline	5% increase above baseline	At least 2% increase above previous year	At least 2% increase above previous year
Socioecon. Disadv./Low Income Students		Same as above	3% increase above baseline	5% increase above baseline	At least 2% increase above previous year	At least 2% increase above previous year

<i>Foster Youth</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>Students with Disabilities</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>African American Students</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>Latino Students</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
Outcome #2: The school will annually increase the number of students achieving proficiency in Mathematics Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP Mathematics Assessment						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>		Meet or exceed district-wide and local school averages and establish baseline	<i>2% increase above baseline</i>	<i>4% increase above baseline</i>	<i>2% increase above previous year</i>	<i>2% increase above previous year</i>
<i>English Learners</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>Socioecon. Disadv./Low Income Students</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>Foster Youth</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>Students with Disabilities</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
<i>African American Students</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous</i>	<i>At least 2% increase above previous</i>

					year	year
<i>Latino Students</i>		<i>Same as above</i>	<i>3% increase above baseline</i>	<i>5% increase above baseline</i>	<i>At least 2% increase above previous year</i>	<i>At least 2% increase above previous year</i>
Outcome #2: Percentage of EL students reclassifying will increase						
Metric/Method for Measuring: EL Reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>English Learners</i>		<i>Establish baseline rate</i>	<i>Increase 2%</i>	<i>Increase 3%</i>	<i>Increase 4%</i>	<i>At least 2% increase above previous year</i>

GOAL #4						
<p><i>VIPHS will engage parents/guardians in meaningful ways that include parents as partners in the formal education of students and invest them in college/career preparation</i></p>	<p><i>Related State Priorities:</i></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p><i>Local Priorities:</i></p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Grade level teams will take lead in outreach, regularly notifying parents/guardians of students in danger of failing classes and scheduling intervention meetings with them Grade level teams will take lead in outreach and scheduling of Individualized Learning Plan appointments in the fall and spring A calendar of events will be established with a fall and spring all-parent meeting and grade-level specific college information nights A parent survey gauging satisfaction/perceptions of the school will be sent out in the fall and spring 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: At least 90% of families will participate in some workshop or event over the course of the year.</p> <p>Metric/Method for Measuring: Family participation</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>
<p>Outcome #2: At least 90% of families will participate in the ILP process</p> <p>Metric/Method for Measuring: Family participation</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>	<i>At least 90%</i>

Outcome #3: Baseline increase of number of parents saying they are “overall satisfied” with the school and its programs

Metric/Method for Measuring: Responses on parent-satisfaction scores

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	<i>Establish baseline</i>	<i>Increase of at least 4% over previous year</i>	<i>Increase over previous year</i>	<i>Increase over previous year</i>	<i>Increase over previous year</i>	<i>Increase over previous year</i>

GOAL #5						
VIPHS will facilitate all students in acquiring the skills and developing the knowledge to be college and career ready through an engaging and supportive emotional environment, and through a variety of academic opportunities and programs to support their learning experience.				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Teachers and students will have access to Common Core aligned curricular materials. Teachers will be provided ongoing support to implement materials fully. SST team, departments, and grade level teams will provide targeted interventions for both academic and social-emotional support. Grade level teams will incorporate the College Board's advisory curriculum as well as develop original lessons that target grade-level needs. The counseling department and advisory teachers will provide in-depth college counseling to juniors and seniors Students will complete a fall and spring survey regarding their perceptions of school 						
Expected Annual Measurable Outcomes						
Outcome #1: VIPHS will maintain at least a 95% graduation rate. Metric/Method for Measuring: Graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners	Establish baseline	Establish baseline	2% increase above baseline up to at least 95%	4% increase above baseline	2% increase above previous year	2% increase above previous year
Socioecon. Disadv./Low Income Students	Establish baseline	Establish baseline	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%
Foster Youth	Establish baseline	Establish baseline	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%
Students with Disabilities	Establish baseline	Establish baseline	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%

			95%	95%	95%	95%
African American Students	Establish baseline	Establish baseline	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%
Latino Students	Establish baseline	Establish baseline	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%	At least 5% increase above baseline up to at least 95%
Outcome #2: At least 90% of students will be accepted to a college and/or university Metric/Method for Measuring: Acceptance rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	At least 90%	At least 90%	At least 90%	At least 90%	At least 90%	At least 90%
Outcome #3: At least 80% of students will choose to attend a four-year university Metric/Method for Measuring: Matriculation rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%
Outcome #4: Grade level advisory teams will incorporate the College Board's advisory curriculum and create original curriculum and weekly activities for advisory classes Metric/Method for Measuring: Advisory curriculum						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #5: The percentage of students expressing overall satisfaction with the school will increase each year. Metric/Method for Measuring: Student surveys in fall and spring						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	75%	75%	Increase over previous year	Increase over previous year	Increase over previous year	Increase over previous year

GOAL #6						
VIPHS will provide a safe, healthy and nurturing learning environment to foster social, emotional and academic success for all students.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Front office staff, guidance counselor, and grade level teams will monitor attendance and make appropriate referrals to SST and/or conduct parent outreach • Staff will be trained in use of restorative justice techniques in order to establish and maintain a progressive discipline plan that focuses on positive behavior support, restorative justice, and alternatives to suspension 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain at least 95% attendance rate Metric/Method for Measuring: Attendance rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
English Learners	Establish baseline	Establish baseline	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%
Socioecon. Disadv./Low Income Students	Establish baseline	Establish baseline	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%
Foster Youth	Establish baseline	Establish baseline	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%
Students with Disabilities	Establish baseline	Establish baseline	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%
African American Students	Establish baseline	Establish baseline	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%
Latino Students	Establish baseline	Establish baseline	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%	At least 5% increase up to 95%
Outcome #2: Maintain a chronic absenteeism rate below 5%, as defined by students with an attendance rate of 90% or less Metric/Method for Measuring: Chronic absenteeism rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%

<i>English Learners</i>	<i>Establish baseline</i>	<i>Establish baseline</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>Establish baseline</i>	<i>Establish baseline</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>
<i>Foster Youth</i>	<i>Establish baseline</i>	<i>Establish baseline</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>
<i>Students with Disabilities</i>	<i>Establish baseline</i>	<i>Establish baseline</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>
<i>African American Students</i>	<i>Establish baseline</i>	<i>Establish baseline</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>
<i>Latino Students</i>	<i>Establish baseline</i>	<i>Establish baseline</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>	<i>At least 5% decrease to 5% overall or lower</i>
Outcome #3: Maintain a suspension/expulsion rate less than or equal to 1%						
Metric/Method for Measuring: Suspension / expulsion rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Outcome #4: Drop out rate of less than 5%						
Metric/Method for Measuring: Drop out rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%

GOAL #7						
<p><i>VIPHS will provide all students with the opportunity, encouragement and support to experience and succeed in a range of courses for college and career readiness, including Advanced Placement, academic electives, arts electives, and extra-curriculars.</i></p>	<p><i>Related State Priorities:</i></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p><i>Local Priorities:</i></p> <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <i>Provide academic and non-academic supports for all students (books, workbooks, fee waivers, etc.) for all students</i> <i>Provide weekly tutoring opportunities overseen by grade level teams</i> <i>Teachers will sponsor students who wish to start clubs / extracurricular activities</i> <i>Counseling department will oversee providing students with a variety of opportunities for college and career ready experiences including college trips, alumni panels and exposure to career opportunities.</i> 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: <i>The school will offer at least eight AP courses that are open to all students in grades 10-12</i></p> <p>Metric/Method for Measuring: <i>AP courses offered</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	<i>At least eight courses available to 10-12 graders</i>	<i>At least eight courses available to 10-12 graders</i>	<i>At least eight courses available to 10-12 graders</i>	<i>At least eight courses available to 10-12 graders</i>	<i>At least eight courses available to 10-12 graders</i>	<i>At least eight courses available to 10-12 graders</i>
<p>Outcome #2: <i>At least 75% of students will take at least one AP course during high school</i></p> <p>Metric/Method for Measuring: <i>AP course enrollment</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	<i>At least 75%</i>	<i>At least 75%</i>	<i>At least 75%</i>	<i>At least 75%</i>	<i>At least 75%</i>	<i>At least 75%</i>
<p>Outcome #3: <i>100% of students will participate in a college, career, or extracurricular related event prior to graduating</i></p> <p>Metric/Method for Measuring: <i>Student participation rates</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

GOAL #8						
Students with IEPs will participate and excel in an inclusive learning environment that is differentiated for each student's unique needs.	<i>Related State Priorities:</i> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6					
	<i>Local Priorities:</i> <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Support staff through ongoing professional development in providing differentiated and engaging instruction using a variety of methodologies in order to support achievement in all students. Provide additional support and intervention for struggling students including counseling, SSTs and tutoring. 						
Expected Annual Measurable Outcomes						
Outcome #1: >90% of students with IEPs will meet the annual goals stated in their IEPs						
Metric/Method for Measuring: IEP meetings						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students with Disabilities	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%

Instructional Design

Valley International Preparatory High School's overall design will support a rigorous, college-preparatory curriculum based on the Common Core State Standards and include courses that meet the University of California A-G requirements.

The founding team at Valley International Preparatory High School believes that instructional design that only focuses on attainment of state standards is inadequate in truly preparing students for 21st century colleges and careers. Supported by years of research, much of the overall design of Valley International Preparatory High School's is informed by the research of the Hewlett Deeper Learning Model and David Conley's Four Keys to College and Career Readiness.

In our approach, the Hewlett Deeper Learning model informs what we want students to be able to do by providing a clear outline of the cross-disciplinary skills we want teachers to design curricula, units, and lessons around, and David Conley's Four Keys to College and Career Readiness provide the framework for instructional and school design.

Hewlett Deeper Learning Model¹⁸:

The Hewlett Foundation spent several years and considerable resources in developing a framework for deeper learning that is aligned with the CCSS. This framework consists of six major areas, each with a number of competencies that expand on the major area identified. The six major areas are:

1. Master core academic content
 - a. Students understand key principles and relationships within and content area and can organize information conceptually
 - b. Students can learn, remember, and recall facts relevant to a discipline
 - c. Students have the procedural knowledge for a content area and understand the processes by which knowledge is produced in that content area
 - d. Students know and are able to use academic language specific to the content area
 - e. Students are motivated to put in time and effort to master academic content and build a strong knowledge base
2. Think critically and solve complex problems
 - a. Students are familiar with and able to effectively use tools, techniques, and strategies specific to a content area.
 - b. Students can formulate problems and hypotheses
 - c. Students can identify, collect, and analyze data in order to generate solutions to complex problems
 - d. Students apply procedural knowledge in a content area to gather necessary information

¹⁸ Conley, David T. (2014) *Getting Ready for College, Careers, and the Common Core*. San Francisco, CA: Jossey-Bass

- e. Students monitor and refine the problem solving process based on reflection, feedback, and revision.
 - f. Students can reason and cite evidence in order to support justifiable arguments
 - g. Students demonstrate persistence in solving problems.
- 3. Communicate effectively
 - a. Students can structure and communicate information and data in a meaningful and useful way.
 - b. Students listen to, reflect on, and incorporate feedback and ideas from others.
 - c. Students provide appropriate and constructive feedback to their peers
 - d. Students understand that quality communication is critical to success in life
 - e. Students understand that creating a quality product requires revision and review of multiple drafts
 - f. Students can communicate effectively in a variety of formats for a variety of purposes
- 4. Work collaboratively
 - a. Students can collaborate with others to complete complex tasks and solve challenging problems
 - b. Students work collaboratively to identify and accomplish group goals
 - c. Students work collaboratively to solve problems and develop actions plans in order to meet group goals
 - d. Students empathize with one another and can consider multiple viewpoints
- 5. Learn how to learn
 - a. Students set a goal for each task, can monitor their progress towards the goal, and engage in metacognition by adjusting their approach when needed
 - b. Students can apply a variety of study and academic skills to meet the demands of assignments / tasks.
 - c. Students can self-monitor their comprehension, incorporate strategies to overcome obstacles independently, and know when to ask for help.
 - d. Students regularly reflect on their learning and approaches, and adjust when needed
 - e. Students enjoy and seek out learning experiences that expands their knowledge
 - f. Students have the coping mechanisms to meet changing expectations in variety of environments
- 6. Develop academic mind-sets
 - a. Students feel a strong sense of camaraderie and belonging to a learning community
 - b. Students believe in the inherent value of knowledge and learning
 - c. Students see the relevance of school to their daily lives
 - d. Students actively consider what colleges and universities will be the “right fit” for them, both academically and socially.
 - e. Students value intellectual life and view themselves as scholars
 - f. Students can delay gratification, refocus after distractions, and maintain focus until they reach their goals

- g. Students develop a “growth mindset,” seeing setbacks and failures as opportunities for growth.
- h. Students care about the quality of their work

David Conley and the Four Keys to College and Career Readiness

Schools need a common language around curriculum and instruction that allows administrators and teachers to effectively communicate with each other as well as with parents and students. Students can often be overwhelmed by the different ways teachers and counselors talk about learning, and as a result, feel a sense of disconnect between their classes. David Conley, an educational researcher and theorist at Oregon University, developed an overarching curricular, instructional, and school design model called the Four Keys to College and Career readiness. Conley’s system provides a common language for administrators, teachers, parents, and students to talk about learning in a way that encompasses all academic disciplines as well as student beliefs and behaviors that will lead them to be “college and career ready.” Conley’s decade of research is a guiding theory behind Valley International Preparatory High School, providing an overarching framework not just to curricular and instructional design, but school design as a whole.

Conley’s framework is divided into four sections:

1. Key Cognitive Strategies – “Think” – the key cognitive strategies include problem formulation, research, interpretation, communication, and precision/accuracy.
2. Key Content Knowledge – “Know” – which includes the structure of knowledge, challenge level, value, attribution, and effort.
3. Key Learning Skills and Techniques – “Act” – which includes ownership of learning and learning techniques
4. Key Transition Knowledge and Skills – “Go” – which include awareness of post-secondary options and cost, career awareness, role and identity, and self-advocacy.¹⁹

In this model of instructional and curricular design, the CCSS and Next Generation Science Standards serve as “Key Content Knowledge,” and correspond to the Hewlett category of “master core academic content.”

Conversely, the “Key Cognitive Strategies” provide a common framework and understanding for the thinking skills that go into acquiring and applying content knowledge, and directly correspond to the Hewlett categories of “think critically and solve problems,” and “learn how to learn.”

As a result, instructional methodologies have been aligned correspond to either teaching students key content knowledge (Explicit Direct Instruction and other principles of direct instruction laid out Lemov’s “Teach Like a Champion”), or the deeper learning skills outlined by the key cognitive

¹⁹ Inflexion Online, “The Four Keys to College and Career Readiness” <https://www.inflexion.org/what-we-do/readiness-for-all/>

strategies and the Hewlett model categories of “think critically and solve complex problems,” “communicate effectively,” and “work collaboratively (project based learning, constructivist discussion / communication techniques).”

Perhaps most importantly, the Key Cognitive Strategies provide a common language for teachers across the disciplines to teach the necessary skills of critical thought. Research has demonstrated that when teachers discuss thinking skills with students in a uniform way, it results in improved outcomes for all students, including English Learners.²⁰ In departments, teachers will discuss what discipline-specific skills align with the Key Cognitive Strategies and discuss them using the language of the five skills Conley identified. When students see and hear teachers discussing the learning process in a uniform way, they will begin to make connections between discipline-specific skills and content.

Advisory and the college counseling program serve to address the other two components of Conley’s program: “Key Learning Skills and Techniques” and “Key Transition Knowledge and Skills.” “Key Learning Skills and Techniques” covers self-management and motivation skills that would be addressed in focused advisory lessons, and corresponds to the Hewlett Model’s categories of “learn how to learn” and “develop academic mindsets.”

The twice or thrice weekly advisory sessions, using the College Board’s advisory curriculum as a jumping off point, focus on postsecondary and career awareness, self-advocacy, role and identity, and through the ILP process, a personalized discussion around ownership of learning, goal setting, and learning techniques that best suit each student’s individual needs.

Overall, this approach to school and instructional design is structured to create and support a well-rounded and inclusive learning community that addresses all aspects of a student’s development beyond academics, provides opportunities for success in a variety of learning and communication styles, and helps fulfill our mission of “right college fit” for all students.

Constructivism and Teacher-as-Designer

As previously outlined, the petition team and teachers ascribe to constructivist theories of learning that show individuals construct knowledge through social interaction and dialogue rather than just receiving it from others. As a result, our expectations for teachers are to use backwards planning in order to design curricula, unit, and lesson plans that address state, CCSS, and Next Generation Science Standards but that are also rigorous, engaging, accessible, and focus on active learning. Perhaps most importantly, expecting that teachers are designers of meaningful learning experiences ensures that the instructional design is in direct response to the needs of diverse learners and classes and furthers our goal of creating an inclusive, close-knit, and engaged learning community. It requires that teachers are constantly engaged in a self-reflective process where they are incorporating instructional supports and making adjustments in the light of evolving student

²⁰ Ringler, Marjorie and O’Neal, Debra. “A Common Language for Learning,” April 2012

need. This ensures that each student and group of students assume the central role in the classroom and that experiences are designed to address their individuality as they learn the designated facts and skills in the CCSS and NGSS. As a result, the incorporation of a wide variety of instructional strategies in direct response to student need will lead to improved academic outcomes and greater learner engagement.²¹

Through regular departmental meetings and administrator check-ins, ongoing and embedded PD will focus on a variety of instructional methodologies that are rigorous, differentiated, and engaging.

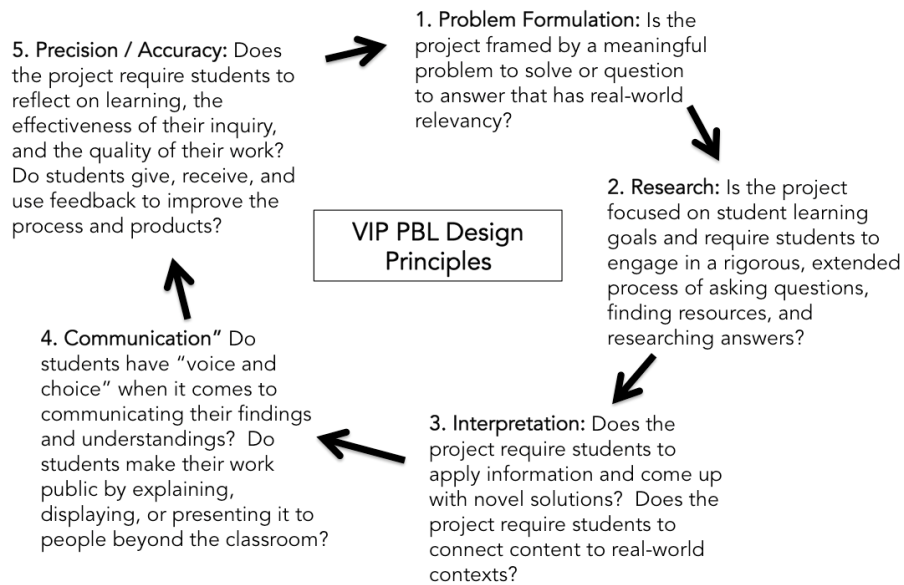
In this model, hands-on and teacher-created materials may supplement or replace textbooks, and the communications focus of the Charter School will emphasize critical thinking and explanation of reasoning instead of just memorizing and reciting facts. By approaching learning in this way, Valley International Preparatory High School teachers will assume the role of facilitators of meaningful learning experiences that have been thoughtfully constructed by a qualified and passionate staff. Students will discover how to learn, and develop the skills to become self-empowered learners, as this process has been modeled for them by the staff and the overall instructional design of the Charter School.

Project Based Learning:

While students will be exposed to a variety of instructional methodologies, we also want to ensure that students are exposed to rigorous project based learning (“PBL”) experiences when appropriate, given the course objectives and student learning styles. It is well documented that project based learning increases student engagement and achievement when the PBL experience is well-designed. As a result, teachers will be expected to integrate at least one intensive PBL experience in their courses each semester. In order to ensure a quality PBL experience, projects will be developed collaboratively in departments and include critical feedback from peers and administrators.

When designing project-based experiences, teachers will use a design elements framework developed with Conley’s Key Cognitive Strategies and research conducted by the Buck Institute:

²¹ Marzano, Robert J., Pickering, Deborah, and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: ASCD



22

In Valley International Preparatory High School’s instructional model, students will be exposed to a variety of engaging methodologies and experiences and leave as confident communicators prepared to learn in a variety of ways in order to better understand and address the challenges of the 21st century.

Curriculum and Instruction

The Charter School faculty and leadership of Valley International Preparatory High School will ensure that all students are provided with a rigorous, relevant, coherent, and standards-based curriculum that concentrates on engagement through the integration of various instructional methodologies that are best suited to each student and group of students. Valley International Preparatory High School’s rigorous, college-preparatory curriculum was selected and will be further developed using the Common Core State Standards, with curricula, units, and lessons designed in a way that will foster critical thinking, communication skills, and help students make connections within and between key concepts embedded in the standards using the Key Cognitive Strategies.

Valley International Preparatory High School teachers are expected to take on the role of “teacher-as-designer” of curriculum, developing and submitting curriculum maps at the beginning of each school year that clearly define course objectives, standards to be addressed, and how the Key Cognitive Strategies will be incorporated as a common language of thinking and learning.

²² Larmer, John, Mergendoller, John, and Boss, Suzie. *Setting the Standard for Project Base Learning* VA: ASCD Publishing, 2015

Valley International Preparatory High School teachers will also regularly meet in department and advisory-grade level teams where they will share best practices, receive feedback, and collaborate on alignment of curricula across grades and disciplines. As part of “teacher-as-designer” role, curriculum will be revised and refined throughout the year and be based on student performance and assessment data and will incorporate a wide variety of instructional strategies.

At Valley International Preparatory High School, students will participate in a curriculum where:

- Student will be expected to complete A-G graduation requirements for the UC/CSU system
- All relevant CCSS standards will be addressed through engaging and meaningful instruction.
- Using David Conley’s Four Keys to College and Career Readiness as a guiding principle, students will participate in courses that teach them both content knowledge and critical thinking and communication skills.
- Students will take at least one communications elective (Speech and Debate or Communication Arts) that improves their written and oral presentation skills in a variety of formats and for a variety of purposes.
- Students will participate in intensive PBL experiences in their courses at least once per semester.
- Students will be encouraged to participate in AP Course offerings and to take the corresponding AP Exams.
- Students will have opportunities to participate in a wide variety of course offerings in communications, the arts, and college-preparatory electives.
- All students will be appropriately supported through differentiation, advisory, opportunities for tutoring, student support teams, and enrichment opportunities.
- All students will be delivered extensive information and guidance related to the college selection and application process in order to ensure they are matriculating to the institution that is the “right fit” for them.

The following sections outline curriculum for each subject area. Course offerings may be subject to change based on student demand and teacher availability. The current offerings are based on our prospective staff, prior administrator experience in designing curricula that engages all students, and student demand.

English Language Arts: The goal of the CCSS-aligned ELA curriculum, which includes Grade level appropriate literature as designated by Common Core and units, lessons, and projects designed by the ELA department, is to increase literacy and appreciation for the written word through a cohesive, comprehensive, and progressive learning experience that is both horizontally and vertically aligned. Each year, all grade levels will participate in two in-depth ELA experiences: the banned book trial in the fall and the Get Lit curriculum in the spring. The Banned Book Trial is an intensive PBL experience where students read a piece of literature that had been banned from public schools in the past, and put on a trial simulation by assuming the roles of characters from the novels, leading experts in the field, lawyers, judges, jury members, censorship advocates, and civil rights activists.

The Get Lit curriculum is taught in almost 100 schools by English and Drama teachers. The Get Lit model follows an original call-and-response technique where students learn classic poetry, claim a poem that resonates, and then pen their own spoken word response pieces, which they perform in tandem. From the program we field a team of poets that will compete against area schools in spoken word poetry competitions like the Get Lit Classic Slam.

Courses to be offered in English Language Arts:

English 9 (core/college preparatory): English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.

English 10 (core/college preparatory): English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.

English 11 (core/college preparatory): English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.

English 12 (core/college preparatory): English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.

AP English Language (core/college preparatory, can sub for English 11): The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. **Pre-requisites:** Successful completion of English 9 and 10 with B or better. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

AP English Literature (core/college preparatory, can sub for English 12): The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Pre-requisites:** Successful completion of English 9-11 with B or better. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

Creative Writing (core, college preparatory): This mixed-ability course is a writing workshop. In this course authors will write every day, and explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will also examine various styles of writing by reading well-known and not so well-known writers of poetry, songs, memoirs, screenplays, short stories, novels, graphic novels, plays, monologues, etc. Students will also be writing in a wide variety of genres and forms. Goals will be met through a variety of reading, writing, and speaking activities. Additionally, students must be willing to share their work; that is, they must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner. Students will research critically and/or commercially successful authors to find out their secrets to success. As a community, we will learn a great deal about each other by writing across various modes of art-in-language and describing how our writing works and what it does through various methods centering on close examination of language.

English Language Development (core): Valley International Preparatory High School's English Language Development ("ELD") program, which primarily uses the iLIT ELL adaptive software program and other appropriate supports implemented by a credentialed teacher, will implement both the California ELD standards and the new English Language Arts/English Language Development Framework for CA Public Schools through the use of iLIT ELL, an adaptive online curriculum that continuously monitors, provides feedback on, and adapts instruction to students as they progress towards the ELD standards. Valley International Preparatory High School will follow the LAUSD EL Master Plan.

Mathematics: The math curriculum, which uses the Algebra 1, Geometry, Algebra 2 sequential route with Holt-McDougal textbooks and the CCSS Framework as a guide, at Valley International Preparatory High School will emphasize not only procedural skills and fluency, but also conceptual understanding, the ability to apply mathematical concepts to real world situations, and reinforcement of the eight mathematical practices as defined by the CCSS. A variety of inquiry and problem based approaches will be used in order to ensure that students are engaged in critical thinking in math courses rather than just rote memorization.

Courses to be offered in Mathematics:

Algebra 1 (core/college preparatory): The main purpose of Algebra I is to develop students' fluency with linear, quadratic and exponential functions. The critical areas of instruction involve deepening and extending students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching ideas in the Algebra I course include: the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

Geometry (core/college preparatory): The fundamental purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry and circles. Students begin to prove results about the geometry of the plane formally, by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebraic concepts with geometric ones. Students explore probability concepts and use probability in real-world situations. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability.

Algebra 2 (core/college preparatory): The purpose of this course is to extend students' understanding of functions and the real numbers, and to increase the tools students have for modeling the real world. They extend their notion of number to include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations and the Fundamental Theorem of Algebra. Students deepen their understanding of the concept of function and apply equation-solving and function concepts to many different types of functions. The system of polynomial functions, analogous to the integers, is extended to the field of rational functions, which is analogous to the rational numbers. Students explore the relationship between exponential functions and their inverses, the logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Finally, students' statistics knowledge is extended to understanding the normal distribution, and they are challenged to make inferences based on sampling, experiments, and observational studies.

Pre-Calculus (core/college preparatory): Pre-Calculus is an advanced mathematics course which reinforces fundamental concepts learned in previous math courses and investigates further topics in algebra, geometry, and trigonometry. This course prepares students for the study of calculus and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Pre-Calculus topics are especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Course content includes the study of complex numbers, logarithmic and exponential functions, polynomial and rational functions, trigonometric functions, and analytic trigonometry. **Pre-requisites:** Successful completion of Algebra 2.

AP Calculus (core/college preparatory): AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. **Pre-requisites:** Before studying calculus, all students should complete Algebra 2 and an additional year of mathematics (either trigonometry or pre-calculus) designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers 0, $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples.

AP Statistics (core/college preparatory): The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Pre-requisites:** Successful completion of Algebra 2 with a B or better.

History / Social Studies: Valley International Preparatory High School's history / social science curriculum, using the History Alive! Resources as a framework, is rooted in the California History-Social Science Standards Framework, and will incorporate the CCSS ELA literacy standards that apply to historical inquiry. Courses will provide students with an understanding of both world, national, and local history, with an emphasis on inquiry and critical examination of historiography.

Courses and curriculum will support student acquisition of content knowledge, but also emphasize historical thinking skills, identification of common trends and patterns across subjects and time periods, and understandings of the vital connections between the past and the present.

Students are required to take three years of social sciences: World History (in either freshman or sophomore year), US History (in their junior year) and one semester each of US Government and Economics.

Courses to be offered in history / social sciences:

World History (core/college preparatory): This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.

US History (core/college preparatory): This course focuses on the examination of major turning points in American history. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.

U.S. Government (core/college preparatory): (one semester) Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.

Economics (core/college preparatory): (one semester) In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.

Controversial Issues in American Society (non-core/college preparatory): (can serve as college-preparatory elective): From affirmative action to physician-assisted suicide, abortion to mandatory military service, "Controversial Issues in American Society;" will engage students in the study, discussion, and debate of contentious topics in the United States today. In grappling with these moral questions, students will dig into the research on these issues, apply concepts of political philosophy, evaluate conflicting source material and arguments, and attempt to answer the question, "what is the right thing to do?" **Pre-requisites:** 10th grade or higher with successful completion of world history.

AP World History (core/college preparatory, can sub for world history): The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when

they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. **Pre-requisites:** Successful completion of World History with a B or higher. Furthermore, students should be able to read a college-level textbook and have strong writing skills with the ability to write grammatically correct, complete sentences.

AP U.S. History (core/college preparatory, can sub for U.S. History): The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. **Pre-requisites:** Successful completion of World History with a B or higher and entering 11th grade. Furthermore, students should be able to read a college-level textbook and have strong writing skills with the ability to write grammatically correct, complete sentences.

Science: The Science curriculum, which uses online Gizmos and Discovery Techbooks as resources and the NGSS as an overarching framework, at Valley International Preparatory High School will use a rigorous and engaging approach that will incorporate inquiry-based research topics. Drawing on recommendations from the Next Generation Science Standards, inquiry and exploration will be the basis of each curriculum unit in science classes and an emphasis will be made on exploring recurring concepts and connections between the various Disciplinary Core Ideas. Key questions will be given to students and the emphasis will be on both equally finding the correct answer but also the process and questions to be asked. Overall, depth over breadth will be the centerpiece as students learn to apply the scientific method, use technology in exploration and experimentation, and become science-literate students ready to think critically.

Students at Valley International Preparatory High School will be required to take two years of lab science.

Science courses to be offered:

Biology (core/college preparatory): This laboratory course explores the origins, organization, reproduction, genetics, growth, development, evolution, behavior, and interdependence of living things.

Earth Science (core/college preparatory): The Earth science laboratory course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres, including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to, the scientific method, mapping Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, and meteorology. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research.

Chemistry (core/college preparatory): This introductory laboratory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.

Physics (core/college preparatory): The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure. **Pre-requisite:** successful completion of Algebra 2

AP Environmental Science (core, college preparatory): The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **Pre-requisites:** Students should have completed two years of high school laboratory science. Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science.

Anatomy and Physiology (core, college preparatory): Anatomy & Physiology gives learners the opportunity to discover what makes them human, and learn on a technical level what the human body is comprised of and how it functions. In this course we will study all of the body's systems; the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Learners will be practicing using anatomical terminology, and gain an understanding about basic biochemistry in the body. We will discover how our systems interact with each other and our external environment. Learners will engage not only in the understanding relevant material, but go beyond that to apply what they've

learned to their everyday lives, and lab activities, including some dissections. **Pre-requisites:** Successful completion of Biology with B or higher.

Visual / Performing Arts: The founders of Valley International Preparatory High School see the arts as the “sixth subject,” and in addition to expecting a level of arts integration into core subject areas, also believe in offering a variety of enriching and rigorous arts courses. Each of these arts courses can serve to satisfy the A-G arts elective requirement.

Courses to be offered in the arts:

Theatre Arts (core, college preparatory): This mixed ability course will serve as an exploration of the nature of theatre as a performing art. It is highly performance-based, and will require dedication and attendance. Learners will produce monologues, songs, short scenes, and full-blown productions throughout the year. Learners will have the chance to compete at the Drama Teachers' Association of Southern California festival as well as the August Wilson Monologue Competition, and will discover other extracurricular performance opportunities.

Contemporary Music: Performance and Creation (core, college preparatory): This course introduces all levels of students to the components of writing and performing contemporary music in all genres. In the fall, students either learn or expand their knowledge of music theory and the building blocks of songs. In mid-year, students work on performance. The year culminates in the production of original recordings, music videos, and performances.

Introduction to Visual Art (core, college preparatory): In this course we will explore the Elements of Art and Principles of Design through a multitude of techniques and materials. We will begin working 2-dimensionally before moving on to 3-dimensional work as well. With each project we'll explore the work of important artists and art movements from all over the world, from ancient times to the digital age.

Elements of Photography (core, college preparatory): This is a mixed ability course where content will be differentiated based on the student's familiarity with photography. Beginners will learn the basics of digital and darkroom photography. We will begin with the fundamental tools and techniques and of both analog and digital photography. This will include camera basics, composition, editing, printing, digital manipulation, and finalizing images. As we go along, we will incorporate the Elements of Art and Principles of Design into our work. Please have daily access to a good smart phone camera. Advanced learners will explore more advanced techniques and tools through digital means, in the darkroom, and with studio lighting as well. The end goal of this course is to write an artist's statement that will accompany a cohesive series of images for display.

AP Studio Art (core, college preparatory): The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course

of the year to produce visual composition. **Pre-requisites:** Although there is no course prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program. Furthermore, students must be in 11th or 12th grade and seriously pursuing admissions to a four year art college.

Valley International Preparatory High School will participate in the mandated ninth grade physical fitness test.

World Languages: The curriculum in our Spanish and French sequences will incorporate the California World Language Standards and the California Framework for Foreign Languages K-12. Written and oral communication with proficiency in vocabulary and grammar will be the focus of the world language curriculum.

Courses to be offered in world languages:

Spanish 1 (core/college preparatory): This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level.

Spanish 2 (core/college preparatory): This course is designed to teach students about the language and culture of the Spanish and Latin American people. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.

Spanish 3 (core/college preparatory): This course typically focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. The course teaches students to appreciate Spanish and Latin American cultures by acquainting students with the art, literature, customs, and history of the Spanish-speaking people.

French 1 (core/college preparatory): This course is designed to teach students about the French language and the culture of the French people in Europe and in the Americas. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level.

French 2 (core/college preparatory): This course is designed to teach students about the French language and the culture of the French people in Europe and in the Americas. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the French culture by acquainting students with the art, literature, customs, and history of the French-speaking people of Europe and the Americas.

French 3 (core/college preparatory): This course typically focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. The course teaches students to appreciate French culture by acquainting students with the art, literature, customs, and history of the French-speaking people of Europe, the Americas, and Africa.

College-Preparatory Electives: In addition to the wide variety of course offerings listed above that can satisfy the college-preparatory elective A-G requirement, Valley International Preparatory High School requires all of its freshmen students to complete a communications elective. The communications elective options listed below emphasize written and oral presentation skills in a variety of formats and for a variety of purposes. By requiring students to take a communications course, we are better preparing them with the 21st century skills that will serve them both in the world of academia and the world of work.

College preparatory communications courses to be offered:

Communication Arts (core/college preparatory): Clear and compelling written and oral presentation styles are important predictors of student academic success on the high school and college levels. This course, geared towards freshmen and sophomores, will be conducted in a “workshop” setting. Students will receive group feedback and positive interaction on their assignments. The focus will be on written and spoken presentation fundamentals and practice geared to both academic and real world applications. Active participation will be key along with written assignments and at home presentation preparation. There will also be a term-long team presentation competition. The majority of the grade will be based upon commitment to progress and improvement during the term.

Speech and Debate (core/college preparatory): This course is designed to develop each learner's ability to communicate effectively in his or her academic, business, and social life. Learners study seventeen separate public speaking competitive events, including interpretation (which involves dramatic and comedic acting), platform (which requires writing and memorizing well-researched issues of social importance), and spontaneous speaking (where competitors deliver speeches with very limited preparation time). **Pre-requisites:** Learners who enroll in this course are considered part of our Speech team, and should be willing to spend Saturdays and/or Sundays at tournaments.

Mock Trial (core/college preparatory): This course is for the top-ranked public speakers in our learning studio. For the first semester, we will focus on competitive mock trial; learners must be willing to dedicate their time to multiple after-hours practices and competitions, in addition to Speech and Debate weekend tournaments. **Pre-requisites:** Successful completion of Speech and Debate with B or higher

Advisory: Over the past decade, school reformers have paid increasing attention to the positive role that strong advisory programs can have on student achievement, connectedness, and engagement. Many reformers have recognized the shortcomings of the large, comprehensive public high school, instead advocating for smaller learning communities and a model of “distributed counseling,” in contrast to more traditional arrangements where a small staff of counselors focuses on the social-emotional well-being of students.²³ Valley International Preparatory High School will institute a comprehensive advisory program that meets 2-3 times a week (depending on the block schedule) in order to better focus on the Key Transitional Knowledge and Key Learning Skills and Techniques that align with the Hewlett Deeper Learning Model. Using the College Board’s advisory curriculum as a jumping off point, advisory teams will create and implement an advisory curriculum that focuses on college knowledge, as well as study skills, character development, and self-discovery and self-actualization. Furthermore, parents will be involved in the advisory curriculum through the twice-yearly individualized learning plans outlined earlier in this petition. During advisory, students will also develop and maintain portfolios of exemplary work to present to parents at spring ILP meetings.

Comprehensive Course List: All courses listed are worth 5 credits per semester for a total of 10 credits for a full year, except for advisory, which is a non-credit bearing course.

<i>Courses</i>	<i>9th Grade Fall</i>	<i>9th Grade Spring</i>	<i>10th Grade Fall</i>	<i>10th Grade Spring</i>
<i>Core Courses (all students take)</i>	World History A (a, either 9 th or 10 th grade year) English 9 (b) Algebra 1A, Geometry A, or Algebra 2A (c) Biology A (d) Spanish 1A or French 1A (e) Advisory 9A Introduction to Visual Art A, Elements of Photography A, or Theatre Arts A (f) Communication Arts A or Speech and Debate A (g)	World History B (a, either 9 th or 10 th grade year) English 9 B (b) Algebra 1B, Geometry B, or Algebra 2B (c) Biology B (d) Spanish 1B or French 1B (e) Advisory 9B Introduction to Visual Art B, Elements of Photography B, or Theatre Arts B (f) Communication Arts B or Speech and Debate B (g)	World History A (a, either 9 th or 10 th grade year) English 10A (b) Algebra 1A, Geometry A, or Algebra 2A (c) Chemistry A, Earth Science A, or Physics A (d) Spanish 2A or French 2A (e) Introduction to Visual Art A, Elements of Photography A, or Theatre Arts A (f) Advisory 10A	World History B (a, either 9 th or 10 th grade year) English 10B (b) Algebra 1B, Geometry B, or Algebra 2B (c) Chemistry B, Earth Science B, or Physics B (d) Spanish 2B or French 2B (e) Introduction to Visual Art B, Elements of Photography B, or Theatre Arts B (f) Advisory 10B
<i>AP Courses (can substitute for certain core courses)</i>	N/A	N/A	AP World History A (a or g) AP Environmental Science A (g)	AP World History B (a or g) AP Environmental Science B (g)

²³ Tocci, Charles, Hochman, Dalia, and Allen, David. “Advisory Programs in High School Restructuring.” National Center for Restructuring Education, Schools, and Teaching – Teacher’s College, Columbia University, April 2005.

<i>Courses</i>	<i>9th Grade Fall</i>	<i>9th Grade Spring</i>	<i>10th Grade Fall</i>	<i>10th Grade Spring</i>
<i>Electives</i>	English Language Development A (b) Creative Writing A (g) Contemporary Music Performance A (f)	English Language Development B (b) Creative Writing B (g) Contemporary Music Performance B (f)	English Language Development A (b) Pre-Calculus A (c or g) Contemporary Music Performance A (f) Controversial Issues in American Society A (g) Anatomy and Physiology A (g) Creative Writing A (g)	English Language Development B (b) Pre-Calculus B (c or g) Contemporary Music Performance B (f) Controversial Issues in American Society B (g) Anatomy and Physiology B (g) Creative Writing B (g)

<i>Courses</i>	<i>11th Grade Fall</i>	<i>11th Grade Spring</i>	<i>12th Grade Fall</i>	<i>12th Grade Spring</i>
<i>Core Courses (all students take)</i>	US History A (a) English 11 A (b) Algebra 1A, Geometry A, or Algebra 2A (c) Advisory 11A	US History B (a) English 11 B (b) Algebra 1B, Geometry B, or Algebra 2B (c) Advisory 11B	Government (a) English 12 A (b) Advisory 12A	Economics (a) English 12 B (b) Advisory 12B
<i>AP Courses (can substitute for certain core courses)</i>	AP Calculus A (g) AP Statistics A (g) AP Environmental Science A (g) AP Studio A (f or g) AP US History A (a or g) AP English Language A (b or g) AP English Literature A (b or g)	AP Calculus B (g) AP Statistics B (g) AP Environmental Science B (g) AP Studio B (f or g) AP US History B (a or g) AP English Language B (b or g) AP English Literature B (b or g)	AP Calculus A (g) AP Statistics A (g) AP Environmental Science A (g) AP Studio A (f or g) AP US History A (a or g) AP English Language A (b or g) AP English Literature A (b or g)	AP Calculus B (g) AP Statistics B (g) AP Environmental Science B (g) AP Studio B (f or g) AP US History B (a or g) AP English Language B (b or g) AP English Literature B (b or g)
<i>Electives</i>	English Language Development A (b) Pre-Calculus A (c or g) Spanish 3A or French 3A (e) Creative Writing A (g) Physics A (d or g) Contemporary Music Performance A (f) Introduction to Visual Art A (f) Elements of Photography A (f) Theatre Arts A (f) Anatomy and Physiology A (g) Controversial Issues in American Society A (g)	English Language Development B (b) Pre-Calculus B (c or g) Spanish 3B or French 3B (e) Creative Writing B (g) Physics B (d or g) Contemporary Music Performance B (f) Introduction to Visual Art B (f) Elements of Photography B (f) Theatre Arts B (f) Anatomy and Physiology B (g) Controversial Issues in American Society B (g)	English Language Development A (b) Pre-Calculus A (c or g) Spanish 3A or French 3A (e) Creative Writing A (g) Physics A (d or g) Contemporary Music Performance A (f) Introduction to Visual Art A (f) Elements of Photography A (f) Theatre Arts A (f) Anatomy and Physiology A (g) Controversial Issues in American Society A (g)	English Language Development B (b) Pre-Calculus B (c or g) Spanish 3B or French 3B (e) Creative Writing B (g) Physics B (d or g) Contemporary Music Performance B (f) Introduction to Visual Art B (f) Elements of Photography B (f) Theatre Arts B (f) Anatomy and Physiology B (g) Controversial Issues in American Society B (g)

<i>Courses</i>	<i>11th Grade Fall</i>	<i>11th Grade Spring</i>	<i>12th Grade Fall</i>	<i>12th Grade Spring</i>
	Speech and Debate A(g) Communication Arts A (g) Mock Trial A (g) Earth Science A (d or g)	Speech and Debate B (g) Communication Arts B (g) Mock Trial B (g) Earth Science B (d or g)	Speech and Debate A(g) Communication Arts A (g) Mock Trial A (g) Earth Science A (d or g)	Speech and Debate B (g) Communication Arts B (g) Mock Trial B (g) Earth Science B (d or g)

Curricular and Instructional Materials:

Content Area:	Textbooks / Instructional Materials
English Language Arts	Grade level appropriate literature as designated by Common Core (www.corestandards.org/assets/Appendix_B.pdf) Appropriate textbooks chosen from AP Course Audit list (http://www.collegeboard.com/html/apcourseaudit/courses/english_textbook_list.html , http://www.collegeboard.com/html/apcourseaudit/courses/english_lit_textbook_list.html) CCSS-Aligned teacher created materials to supplement, varies by grade level
Math	Algebra 1, Geometry, Algebra II - Holt McDougal Pre-Calculus – Houghton Mifflin Calculus – Houghton Mifflin The Practice of Statistics – W.H. Freeman and Company CCSS-Aligned teacher created materials to supplement, varies by grade level
Social Studies	World History – History Alive! – World Connections US History – History Alive! – Pursuing American Ideals Government – Government Alive! – Power, Politics, and You AP World – Appropriate textbook chosen by teacher from AP Course Audit list (http://www.collegeboard.com/html/apcourseaudit/courses/world_history_textbook_list.html) AP US History - Appropriate textbook chosen by teacher from AP Course Audit list (http://www.collegeboard.com/html/apcourseaudit/courses/us_history_textbook_list.html) CCSS-Aligned teacher created materials to supplement, varies by grade level
Science	Discovery Education Science Techbooks (9-12) Gizmos subscriptions (explorelearning.com) AP Environmental Science - Appropriate textbook chosen by teacher from AP Course Audit list (http://www.collegeboard.com/html/apcourseaudit/courses/environmental_science_textbook_list.html)
Foreign Language	Rosetta Stone Duolingo Standards-aligned teacher created materials to supplement, varies by grade level

Content Area:	Textbooks / Instructional Materials
Other Art and Academic Electives	Teacher chosen and created resources from state frameworks, varies by subject
English Language Development	iLit ELL Subscription (redefiningliteracy.org) Rosetta Stone Duolingo

Instructional Methods and Strategies Used to Deliver Curriculum

The curriculum and instructional methods at Valley International Preparatory High School emphasize collaborative learning and communications, a key factor in fostering a cooperative work ethic. Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million. Non-Caucasian people will account for about 50% of the total population by 2050. These estimates also indicate that 85% of this increase in population will be the result of immigration from three areas of the world—Asia, Africa, and Mexico/Latin America. Over the next 50 years, it will be essential for people to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital. Supplementing collaborative and constructivist techniques will be direct instructional strategies that ensure pre-requisite content and cultural knowledge is efficiently transmitted so that students can engage in the higher order thinking required by 21st century colleges and careers.

As previously outlined, the curriculum and instructional methods will mirror our goal of creating a truly diverse high school that represents a cross section of the communities that make up the San Fernando Valley and encourages dialogue around both academic and social-emotional issues. As a result, the instructional methodologies will be diverse and expose students to a variety of teaching and learning styles rather than focusing on a single “magic bullet.”

Some of the main instructional methods and strategies that will be used at Valley International Preparatory High School are:

Project Based Learning: An oftentimes misunderstood methodology (the word “project” brings to mind images of the tri-fold poster board or diorama) project based learning is more accurately described as a dynamic, student-centered approach where students grapple with a challenging question, problem, or challenge for an extended period of time that culminates with some sort of public presentation of solutions / knowledge gained. Essential and driving questions frame the learning and connect them to standards, and increased responsibility (with teacher support) is placed on students. As an instructional method, PBL is perfectly suited to the California State, CCSS, and Next Generation Science Standards due to the nature of the new standards:

1. **New standards are fewer, with a focus on depth, especially in English and Mathematics** – well-designed projects emphasize the deep conceptual understanding and critical thinking required by the new standards.
2. **There is more emphasis on reading informational text in new standards** - Using literacy strategies and an inter-disciplinary approaches, projects create a purposeful context for reading a variety of texts.
3. **The newer standards place a greater emphasis on inquiry and evidence-based reasoning** - the centerpiece of PBL is extended inquiry, thus further aligning to new standards.
4. **Real-world applications** - the CCSS 8 Mathematical Practices emphasize using mathematics to solve real world problems - a centerpiece of PBL design.²⁴

Both the CCSS and Next Generation Science Standards mark a shift to a “focus on understanding and application as opposed to memorization of facts devoid of context (NGSS, 2013).” PBL, when done well and supported by meaningful and ongoing professional development, is perfectly suited for ensuring student mastery of these standards.

Constructivist Communication and Discussion Techniques: Building on theories of constructivism, discussion based teaching involves the “systematic use of discussion to accomplish curricular objectives.” Discussion based teaching was originally developed in in the 1930s in order to promote democratic values and counteract the rise of fascism and far-right ideologies in Europe. In order to promote a truly diverse and collaborative student body, teachers will incorporate techniques of discussion based teaching in order to promote the essential role of social interaction. Benefits of discussion based teaching have been demonstrated across all student sub-groups and in all subject areas. More specifically, quality discussion-based teaching has led to gains in “content area mastery, reading comprehension, conceptual understanding, problem-solving ability, moral development, attitude change and development, and communication skills.”²⁵ Consequently, quality discussion-based teaching can serve as a tool to address the competencies identified by the Hewlett Deeper Learning Model.

Henning (2008) identified four different types of discussion designs, and teachers will use a variety of discussion-based instructional techniques in order to address them:

1. **Responding to a problem:** An advantage of this type of discussion is that it can be launched by simply asking students to respond to a problem. Furthermore, if the problem is based in prior knowledge, these types of questions can be responded to with little preliminaries. They also serve as good jumping off points for project based learning. Problems that have multiple entry points and multiple correct answers are best suited to this type of discussion.

²⁴ Larmer, John, Mergendoller, John, and Boss, Suzie. *Setting the Standard for Project Based Learning* VA: ASCD Publishing, 2015

²⁵ Henning, John E. (2008) *The Art of Discussion-Based Teaching: opening Up Conversation in the Classroom*. New York, New York: Routledge

2. Responding to an observation: The second way to launch discussions in class is to have students respond to / record observations of a phenomena and then drawing conclusions. The sources of these observations could be in a variety of formats, including visual, audio, charts, graphs, etc. The observations of these phenomena would allow for multiple interpretations and thus divergent student responses. It also activates students' knowledge base and provides scaffolding for students to construct new understandings through interaction.

3. Responding to a reading: A third approach to discussion-based teaching is to have students respond to something they've read, either narrative or expository. Readings where students have been taught to actively annotate and read deeply lend themselves especially well to discussions because they allow for multiple interpretations and focus on improving literacy skills.

4. Reflecting on classroom activities: An important part of deeper learning identified by Hewlett is for students to engage in active reflection on learning experiences. Preceding discussion with learning activities is especially useful when the activities are beyond the everyday experience of learning. Like the previous three discussion designs, reflecting on learning allows teachers to guide students from a set of initial observation to more carefully reasoned evaluations and conclusions.

In order to facilitate these four types of discussions, staff will be trained on incorporating a number of constructivist discussion protocols, such as:

- Socratic Seminar
- Fishbowl
- "Community Circle"
- Individual and small-group conferencing
- Peer critique stations
- Literature Circles
- See, think, wonder
- Think, Pair, Share
- Chalk talk
- Gallery walks

Furthermore, staff will be trained in the use of Bloom's Taxonomy in order to structure and scaffold questions to be used for discussion-based teaching that allow all students to access the content.

Explicit Direct Instruction (“EDI”): To supplement the collaborative and constructivist techniques previously outlined and to address the second component of Conley’s design, teachers at Valley International Preparatory High School will incorporate well-designed lessons and units around the principles of Explicit Direct Instruction and strategies laid out in Doug Lemov’s “Teach Like a Champion,” instructional and lesson design programs that have proven to produce high achievement and are effective for students with learning disabilities and those deemed “at-risk.”²⁶ In incorporating these lessons, teachers will be coached and given professional development on creating research-proven lessons²⁷ that:

- Start by reviewing prerequisite learning
- Provide a short statement of goals
- Present new information / material in small steps, with student practice after each step
- Give clear and detailed instructions and explanations
- Provide a high level of active practice for **all** students
- Ask a large number of questions, multiple checks for understanding, and obtain responses from all students.
- Guide students during initial practice
- Provide systematic feedback and corrections
- Provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students.

Further professional development on the components, techniques, and strategies of quality direct instruction will be delivered using the research-driven books Hollingsworth and Ybarra, “Explicit Direct Instruction,” and Lemov, “Teach Like A Champion.”

Flipped Learning / Just in Time Teaching: Due to our block schedule, staff will be trained on implementing flipped learning practices in order to maximize the amount of time in class spent on application and synthesis rather than content acquisition. In flipped learning, the responsibility of acquiring content is gradually shifted on to the learner so that time in class can be spent on the deeper learning competencies outlined in the Hewlett Model and the Key Cognitive Strategies.

While flipped learning often denotes the use of videos or pre-recorded lectures, it more generally refers to a seminar style approach to learning where students prepare to participate in class activities ahead of time so that time during class can be spent applying key concepts. This approach particularly lends itself to a block schedule and is useful on times when teachers may not see students again for two or three days. In the case of students who may have not prepared themselves ahead of time, teachers will differentiate instruction and discussion with supplemental materials that ensure all students will be able to participate.

²⁶ Chall, Jeanne S., *The Academic Achievement Challenge: What Really Works in the Classroom?* New York: The Guilford Press, 2000

²⁷ Rosenshine, Barak and Meister, Carla, “Advances in Research on Instruction.” *The Journal of Educational Research* 88, no. 5 (1995)

Research into flipped learning practices by the Flipped Learning Network in partnership with George Mason University has shown that teachers report higher student achievement, increased student engagement, and better attitudes toward learning and school.²⁸

One example of a flipped learning approach to be used at Valley International Preparatory High School is Just In Time Teaching (“JiTT”). Developed by Gregor Novak and colleagues at Vanderbilt University’s Center for Teaching, JiTT relies on a feedback loop between web-based learning materials, data collected by the teacher ahead of time, and learning experiences designed in light of the data collected. Students prepare for class by reading from the textbook or using other resources posted to the web and by completing assignments online that are reported directly to the teacher. These assignments often have complex answers; students’ work outside class serves as preparation for more complete work in class. The students’ answers are delivered to the instructor a few hours before class starts, allowing the instructor to adapt the lesson as needed to better address student interests and areas that need intervention. Since the master schedule will be designed with a prep period for teachers each day, with late starts on B Days, they will have time to review these answers and adjust accordingly. Importantly, JiTT allows the instructor to create an interactive classroom environment that emphasizes active learning and cooperative problem solving.²⁹

Flipped learning activates learner’s prior knowledge and current state of understanding. By engaging students’ initial understandings, the teacher can better design experiences that directly relate to student needs and for them to construct understanding through a dialogue between students and their teachers.

How School’s Instructional Methodologies and Curriculum Will Support Implementation and Ensure Students Master Common Core State Standards, Next Generation Science Standards, English Language Development, and other state standards

As outlined in the previous section, the new standards emphasize reasoning and critical thinking over rote memorization. The design principles of Project Based Learning and Flipped Learning experiences are perfectly aligned with promoting mastery of the CCSS, NGSS, and ELD standards and will be supported by ongoing and embedded coaching and professional development delivered by administration and lead teachers, and budget allowing, outside organizations such as the Buck Institute for Education, a non-profit organization that creates, gathers, and shares best practice related to project-based learning.

²⁸ *Flipped Learning Network (2013) “The Flipped Learning Model: Executive Summary”*

²⁹ Novak, G, Patterson, E.T., Gavrin, A.D., and Christian, W. (1999). *Just-In-Time Teaching: Blending Active Learning with Web Technology*, Upper Saddle River, NJ: Prentice Hall.

Explicit Direct Instruction, an approach to direct instruction which is based in educational theory, brain research, and data analysis, is proven to help boost achievement for all sub-groups, assists in the acquisition of the content base outlined by the CCSS that is necessary to engage in the deeper thinking and inquiry required of PBL, and the constructivist emphasis on communications reinforces the new focus of standards on reasoning and explanation. Explicit Direct Instruction provides a step-by-step approach to crafting efficient and effective five-step lesson plans. Components of EDI include:

- *Checking for understanding*
- *Setting lesson objectives*
- *Activating prior knowledge*
- *Developing students' skills by explaining, modeling, and demonstrating*
- *Presenting content*
- *Using guided practice*
- *Guiding students to independent practice*
- *Providing effective feedback*

Finally, the principle of “teacher-as-designer” ensures that expectations for innovative design, critical thinking, and engagement extend to not just students, but staff as well. Staff will design learning experiences and utilize various instructional methodologies that will best serve the needs of students on their path to mastery of the standards.

How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology

Valley International Preparatory High School will integrate technology throughout the program in a variety of ways, both as a support for student learning, as a method of instructional delivery, and as a tool for improving communications between school and home. The technology budget will be used to purchase Wi-Fi and Chromebook carts in order to ensure internet access to all students. Teachers will be trained on the use of Google Apps such as Drive and Forms in order to better integrate technology into projects, to provide real-time feedback to students, and to actively collect data. Faculty will use document cameras and projectors connected to a teacher laptop for classroom instruction and presentations. Students will learn basic computer skills and internet research skills as part of discipline-specific projects and assignments. Advisory lessons will address issues of student use of social media and media literacy.

VIP will be using MiSiS as its student information system.

Graduation Requirements

All students will be required to meet the following College Preparatory path for graduation, which is aligned with University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admission requirements (60 of the 240 credits are elective credits):

Subject Area:	Required:	Recommended:
A. Social Science	<p>Three years (30 credits, five credits per semester for all courses)</p> <p>One year of world history One year of US / AP US History One semester of Economics One semester of Government</p>	Additional fourth year of an AP or other social science elective.
B. English Language Arts	<p>Four years (40 credits, five credits per semester for all courses)</p> <p>English 9 English 10 English 11 or AP English Language English 12 or AP English Literature</p>	AP or other ELA electives recommended
C. Mathematics	<p>Three years (30 credits, five credits per semester for all courses)</p> <p>Must reach or surpass Algebra 2 in the following sequence:</p> <p>(Algebra 1 → Geometry → Algebra 2 → Pre-Calculus or AP Statistics → AP Calculus A/B [Pre-Calc is pre-requisite])</p>	Fourth year of sequence recommended
D. Science	<p>Two years (20 credits, five credits per semester for all courses)</p> <p>Biology Earth Science or Chemistry</p>	Third and fourth year of AP or other science elective recommended

Subject Area:	Required:	Recommended:
E. Foreign Language	Two years (20 credits, five credits per semester for all courses) Spanish 1-3 French 1-3	Third year of foreign language recommended
F. Visual and Performing Arts	One year (10 credits, five credits per semester for all courses) Fall and spring credit must be from same course	Additional years recommended depending on student's desired college major
G. College Preparatory Elective	One year (10 credits, five credits per semester for all courses) Fall and spring credit must be from same course	Additional years recommended depending on student's desired college major
OTHER	From the recommended column, an additional 60 credits of various electives	N/A
TOTAL:	240 credits	N/A

The block bell schedule allows for students to be scheduled for up to seven academic periods, allowing for accumulation of at least 60 credits per year plus an additional period to focus on credit recovery when needed. Freshmen and sophomores will be scheduled for 70 credits a year in order to provide more flexibility and personalization during junior and senior years, as well as opportunities for credit recovery sections.

Advisory teachers are on the front line for monitoring students' grades and credit accumulation. If they see that a student is not making adequate progress and/or has failed a class, they will refer them to the guidance counselor. The guidance counselor is ultimately responsible for monitoring transcripts and credit accumulation of all students, and reviewing transferability requirements and including credit recovery in each student's transcript record.

If a student is not making adequate progress or needs credit recovery, the advisory teacher will refer them to the counselor, who will meet with the students to discuss options such as: online options like Brigham Young University (“BYU”) or Apex, and credit recovery independent study programs during the summers. Credits will be transferred upon submission of official transcripts showing satisfactory completion of the course. The guidance counselor will evaluate transferability of credits. Credit can also be earned through community college. We anticipate that most students will complete credit recovery courses in the summers, but we may also provide an option for credit recovery during advisory, elective blocks, or through utilizing the seventh academic period built into the master schedule. By having the extra academic period built into the master schedule, students can retake the class(es) they did not pass, while not adversely affecting their ongoing credit accumulation towards graduation.

Students wishing to take a community college class will be required to sign a master agreement with the school and submit documentation of adequate progress in the form of work logs to the guidance counselor, who will monitor scheduling, time reporting, and attendance reporting for those students approved to take community college courses. They will still be required to attend VIPHS for a minimum of 180 minutes per day. All other students will still be required to attend for a minimum of 240 minutes per day, and have, as part of that seventh academic period, an opportunity for credit recovery. All students will meet and/or exceed the minimum instructional minutes required by law.

WASC Accreditation

The petition team has prior experience both writing initial visit applications that were approved and serving as Western Association of Schools and Colleges (“WASC”) visiting committee members in LAUSD and San Diego Unified School District. While WASC visits are typically in the spring, WASC has made exceptions for schools opening with a senior class, and can do a Fall visit in order to approve initial accreditation in early Spring. Immediately, upon charter approval, the Executive Director will contact WASC to schedule a Fall 2018 visit. An initial visit application will be drafted by the administrative team with input from teachers and parents and submitted. All stakeholders will be included in process of preparing for initial visit.

Valley International Preparatory High School will comply with WASC standards and processes both prior to and while under review. Work on the comprehensive self-study will begin in the second year of operation after initial accreditation. Furthermore, administration will actively work to incorporate feedback from initial team visit as part of the Charter School improvement cycle.

How Charter School Will Inform Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements.

Valley International Preparatory will annually provide students and parents with a course catalog / course offerings that is in both English and Spanish – and translation into other language as needed. The course catalog will contain information about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

As part of the extensive college counseling process, parents of students seeking higher education admission will participate in a number of counseling sessions and will be notified in writing should any issues or problems arise regarding the eligibility of Valley International Preparatory High School's courses, or courses transferred from other schools, to meet college entrance requirements. A "credit check" will also be conducted during junior and senior years to ensure that students will be eligible for university admissions.

Academic Calendar and Schedules

Below is an academic calendar that specifically identifies all instructional days and indicates whether they are regular, minimum schedule PD days, or pupil free days. There will be a total of 180 full instructional days (90 per semester), six minimum PD days (3 per semester), and five pupil-free days (four before the first day of instruction in August, and one after spring break, not including federally recognized holidays).

Fall Semester

August						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15 A Day	16 B Day	17 A Day	18
19	20 B Day	21 A Day	22 B Day	23 A Day	24 B Day	25
26	27 A Day	28 B Day	29 A Day	30 B Day	31 A Day	

November						
Su	Mo	Tu	We	Th	Fr	Sa
				1 A Day	2 B Day	3
4	5 A Day	6 B Day	7 A Day	8 B Day	9 A Day	10
11	12	13 B Day	14 A Day	15 B Day	16 A Day	17
18	19	20	21	22	23	24
25	26 B Day	27 A Day	28 B Day	29 A Day	30 B Day	

September						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4 B Day	5 A Day	6 B Day	7 A Day	8
9	10 B Day	11 A Day	12 B Day	13 A Day	14 B Day	15
16	17 A Day	18 B Day	19 A Day	20 B Day	21 A Day	22
23	24 B Day	25 A Day	26 B Day	27 A Day	28 B Day	29
30						

December						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3 A Day	4 B Day	5 A Day	6 B Day	7 A Day	8
9	10 B Day	11 A Day	12 B Day	13 A Day	14 B Day	15
16	17 A Day	18 B Day	19 A Day	20 B Day	21 B Day	22
23	24	25	26	27	28	29
30	31					

October						
Su	Mo	Tu	We	Th	Fr	Sa
	1 A Day	2 B Day	3 A Day	4 B Day	5 A Day	6
7	8 B Day	9 A Day	10 B Day	11 A Day	12 B Day	13
14	15 A Day	16 B Day	17 A Day	18 B Day	19	20
21	22	23 A Day	24 B Day	25 A Day	26 B Day	27
28	29 B Day	30 A Day	31 B Day			

January						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 A Day	15 B Day	16 A Day	17 B Day	18 A Day	19
20	21	22 B Day	23 A Day	24 B Day	25 A Day	26

	Full PD Days (9)
	Full Instructional Days (90)
	Minimum PD Days (3)
	Holidays

Spring Semester

January						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 A Day	29 B Day	30 A Day	31 B Day	24 A Day	

April						
Su	Mo	Tu	We	Th	Fr	Sa
	1 A Day	2 B Day	3 A Day	4 B Day	5 A Day	6
7	8	9	10	11	12	13
14	15 A Day	16 B Day	17 A Day	18 B Day	19 A Day	20
21	22 B Day	23 A Day	24 B Day	25 A Day	26 B Day	27
28	29 A Day	30 B Day				

February						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4 B Day	5 A Day	6 B Day	7 A Day	8 B Day	9
10	11 A Day	12 B Day	13 A Day	14 B Day	15 A Day	16
17	18	19 B Day	20 A Day	21 B Day	22 A Day	23
24	25 B Day	26 A Day	27 B Day	28 A Day		

May						
Su	Mo	Tu	We	Th	Fr	Sa
			1 A Day	2 B Day	3 A Day	4
5	6 B Day	7 A Day	8 B Day	9 A Day	10 B Day	11
12	13 A Day	14 B Day	15 A Day	16 B Day	17 A Day	18
19	20 B Day	21 A Day	22 B Day	23 A Day	24 B Day	25
26	27	28 A Day	29 B Day	30 A Day	31 B Day	

March						
Su	Mo	Tu	We	Th	Fr	Sa
					1 B Day	2
3	4 A Day	5 B Day	6 A Day	7 B Day	8 A Day	9
10	11 B Day	12 A Day	13 B Day	14 A Day	15 B Day	16
17	18 A Day	19 B Day	20 A Day	21 B Day	22 A Day	23
24	25 B Day	26 A Day	27 B Day	28 A Day	29 B Day	30
31						

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3 B Day	4 A Day	5 B Day	6 A Day	7 B Day	8
9	10 A Day	11 B Day	12 A Day	13 B Day	14 A Day	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

	Full Instructional Days (90)
	Minimum PD Days (3)
	Holidays

Below is a comprehensive set of sample daily schedules for each grade level to be served:

Sample ninth grader schedule:

A Day:

Period 1A	8:20 – 9:55	<i>Biology</i>
Period 2A	10:05 - 11:40	<i>English 9</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 – 1:55	<i>Introduction to Visual Art</i>
Period 4A	2:05 – 3:40	<i>World History</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>Communication Arts</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Spanish 1</i>
Period 4B	2:05 - 3:40	<i>Algebra 1</i>

95 minutes per academic block
325 total instructional minutes

Sample ELL ninth grader schedule:**A Day:**

Period 1A	8:20 - 9:55	<i>Biology</i>
Period 2A	10:05 - 11:40	<i>English 9</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 - 1:55	<i>Introduction to Visual Art</i>
Period 4A	2:05 - 3:40	<i>World History</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>English Language Development</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Spanish 1</i>
Period 4B	2:05 - 3:40	<i>Algebra 1</i>

95 minutes per academic block
325 total instructional minutes

Sample tenth grader schedule:**A Day:**

Period 1A	8:20 – 9:55	<i>Chemistry</i>
Period 2A	10:05 - 11:40	<i>Elements of Photography</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 – 1:55	<i>AP World History</i>
Period 4A	2:05 – 3:40	<i>Geometry</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>English 10</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Spanish 2</i>
Period 4B	2:05 - 3:40	<i>Speech and Debate</i>

95 minutes per academic block
325 total instructional minutes

Sample ELL tenth grader schedule:**A Day:**

Period 1A	8:20 – 9:55	<i>Chemistry</i>
Period 2A	10:05 - 11:40	<i>English 10</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 – 1:55	<i>AP World History</i>
Period 4A	2:05 – 3:40	<i>English Language Development</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>Geometry</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Spanish 2</i>
Period 4B	2:05 - 3:40	<i>Elements of Photography</i>

95 minutes per academic block
325 total instructional minutes

Sample eleventh grader schedule:**A Day:**

Period 1A	9:20 - 10:55	<i>AP Environmental Science</i>
Period 2A	11:00 - 11:40	<i>Algebra 2</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 - 1:55	<i>AP US History</i>
Period 4A	2:05 - 3:40	<i>Controversial Issues in American Society</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>English 11</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Spanish 3</i>
Period 4B	2:05 - 3:40	<i>Mock Trial</i>

95 minutes per academic block
325 total instructional minutes

Sample ELL eleventh grader schedule:**A Day:**

Period 1A	9:20 - 10:55	<i>AP Environmental Science</i>
Period 2A	11:00 - 11:40	<i>Algebra 2</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 - 1:55	<i>US History</i>
Period 4A	2:05 - 3:40	<i>Controversial Issues in American Society</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>English 11</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Spanish 3</i>
Period 4B	2:05 - 3:40	<i>English Language Development</i>

95 minutes per academic block
325 total instructional minutes

Sample twelfth grade schedule:**A Day:**

Period 1A	9:20 - 10:55	<i>Principles of U.S. Government</i>
Period 2A	11:00 - 11:40	<i>AP English Literature</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 - 1:55	<i>Physics</i>
Period 4A	2:05 - 3:40	<i>Creative Writing</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>Pre-Calculus</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>Physics</i>
Period 4B	2:05 - 3:40	

95 minutes per academic block
325 total instructional minutes

Sample ELL twelfth grade schedule:**A Day:**

Period 1A	9:20 - 10:55	<i>Principles of U.S. Government</i>
Period 2A	11:00 - 11:40	<i>AP English Literature</i>
Lunch	11:40 - 12:15	-----
Period 3A	12:20 - 1:55	<i>Physics</i>
Period 4A	2:05 - 3:40	<i>Creative Writing</i>

95 minutes per academic block
380 total instructional minutes

B Day:

Period 1B	9:20 - 10:55	<i>Pre-Calculus</i>
Advisory	11:00 - 11:40	<i>Advisory</i>
Lunch	11:40 - 12:15	-----
Period 3B	12:20 - 1:55	<i>English Language Development</i>
Period 4B	2:05 - 3:40	

95 minutes per academic block
325 total instructional minutes

Instructional Days and Minutes Chart

Under the proposed 2018-2019 calendar, Valley International Preparatory High School will exceed the minimum annual requirements by 210 minutes.

Grades	Grades Offered	Number of Regular A Days	Number of Instr. Minutes Per A Day	Number of Regular B Days	Number of Instr. Minutes Per B Days	Number of PD A Days	Number of Instr. Minutes Per PD A Days	Number of PD B Days	Number of Instr. Minutes Per PD B 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.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	90	380	90	325	3	260	3	260	186	64800	65010	210
10	Yes	90	380	90	325	3	260	3	260	186	64800	65010	210
11	Yes	90	380	90	325	3	260	3	260	186	64800	65010	210
12	Yes	90	380	90	325	3	260	3	260	186	64800	65010	210

Professional Development

Teacher Recruitment:

Valley International Preparatory High School will select a diverse staff that possesses strong content knowledge, is aligned with the mission and vision, has experience planning and delivering curriculum and well-designed lessons, an understanding of how data can be used to inform instruction, and who value an inclusive and differentiated learning environment.

A committee of the administration and senior teacher representatives will conduct interviews of candidates and arrive at a consensus. Needed positions will be advertised on EdJoin, Craigslist, California Charter Schools Association ("CCSA") Job Board, and at hiring fairs such as CSU Northridge. The hiring committee, made up of administrator(s) and senior teachers, will take the following steps when interviewing / screening potential candidates:

- Write position-specific job descriptions
- Recruit candidates
- Request resumes, letters of recommendation, and examples of instructional methods used such as lesson plans when available
- Interview candidates, asking questions that gauge the candidates' alignment to our mission, vision, and instructional strategies we seek to employ

- Follow up with references and check the CTC website to confirm credentials

Ongoing Professional Development:

Administration will provide ongoing and embedded professional development in a variety of formats and times throughout the school year, focusing on all aspects of our school design model. As much as possible, teachers in the same discipline will be scheduled for common prep/planning periods in order to increase opportunities for collaboration outside of formal PD times.

A. Six Days of PD Prior to Start of School Year

All staff will participate in six days of professional development that focuses on teachers' adoption of the instructional model, methodologies, and approaches outlined in this charter. PD will be led both by administration and selected teacher leaders.

During these six days, grade level advisory teams and content area department teams will be formed and meet to coordinate and integrate instruction, improve horizontal and vertical alignment, and to develop original curricula and projects that address the CCSS and NGSS.

Main PD topics for the first six days will include, but are not limited to:

- Principles of Explicit Direction Instruction, Universal Design, and differentiation with SDAIE strategies
- Principles of project based learning, project design, and staff "tuning protocols" during which staff receives feedback on project design.
- Principles of discussion based teaching
- Restorative justices principles and techniques
- Culturally sensitive and inclusive classroom management

Embedded PD during departmental meetings (department chairs meet weekly with principle to collaborative set agenda based on observations of staff and student needs, and staff meets every other with departments):

- Rotating project and/or lesson tuning, whereby staff members submit lessons to each other for feedback and/or revision
- Differentiation and support for EL and LD students
- Restorative techniques and classroom management

Embedded PD during grade level advisory team meetings (grade level team leaders meet weekly with principle to collaborative set agenda based on observations of staff and student needs, and staff meets every other with departments):

- Culturally sensitive and inclusive classroom management
- Restorative techniques and classroom management

B. Minimum Day PDs - Administration-Set Priorities

Six minimum day PDs from 2:00 - 4:00 will be PD and based on priorities set by administration including, but not limited to, principles laid out in the charter application, student performance data, and qualitative data from student and parent surveys. Minimum PD days topics will be set in response to identified areas of student and staff need.

C. Once Weekly B Day Teacher-identified areas of need

Professional development provided on B day mornings once a week from 8:00 - 8:45 based on teacher identified areas of growth. Administration has implemented such PD in previous schools which resulted in increased-staff buy-in for professional development. Given a series of Google Form surveys, teachers rank their proficiency in various areas (such as project based learning, flipped learning practices, explicit direct instruction, classroom management, etc.) and a teacher-led PD group referred to as the “instructional leadership team” develops weekly, bimonthly, or monthly PD’s that focus on teacher-identified areas of growth.

D. Once Weekly B Day Leadership Teams

Self-directed “leadership teams” will meet one morning each week from 8:00 - 8:30 and alternate between grade level advisory teams (in order to plan and implement advisory curriculum, identify students in need of intervention, and institute grade-level cultural initiatives) and departmental content teams (in order to focus on issues specific to content-area instruction, including, but not limited to, vertical integration, CCSS/NGSS implementation, and peer observation and feedback).

Tentative Schedule for Leadership Teams:

Week 1	Grade level advisory team	Week 11	Grade level advisory team	Week 21	Grade level advisory team	Week 31	Grade level advisory team
Week 2	Department / content area team	Week 12	Department / content area team	Week 22	Department / content area team	Week 32	Department / content area team
Week 3	Grade level advisory team	Week 13	Grade level advisory team	Week 23	Grade level advisory team	Week 33	Grade level advisory team
Week 4	Department / content area team	Week 14	Department / content area team	Week 24	Department / content area team	Week 34	Department / content area team

Week 5	Grade level advisory team	Week 15	Grade level advisory team	Week 25	Grade level advisory team	Week 35	Grade level advisory team
Week 6	Department / content area team	Week 16	Department / content area team	Week 26	Department / content area team	Week 36	Department / content area team
Week 7	Grade level advisory team	Week 17	Grade level advisory team	Week 27	Grade level advisory team	Week 37	Grade level advisory team
Week 8	Department / content area team	Week 18	Department / content area team	Week 28	Department / content area team	Week 38	Department / content area team
Week 9	Grade level advisory team	Week 19	Grade level advisory team	Week 29	Grade level advisory team	Week 39	Grade level advisory team
Week 10	Department / content area team	Week 20	Department / content area team	Week 30	Department / content area team	Week 40	Department / content area team

All teachers will also participate in a reflective evaluation process whereby they meet with administration at the beginning of the year and set three goals for professional growth aligned with competencies identified in the California Standards of the Teaching Practice. Part of end of year evaluations will include teacher presentation of progress towards self-identified goals.

Meeting the Needs of All Students

As previously stated, Valley International Preparatory High School staff believes in the constructivist belief that knowledge is constructed through social interaction, and we believe that an inclusive environment that celebrates students' different learning styles and backgrounds is the best way to improve academic outcomes for all students.

As further part of this belief in constructivism, special education is provided through an inclusionary and collaborative consultation model. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together.

In this model, special education teachers work closely with general education teachers to ensure that proper scaffolds and accommodations are being provided. The general education teacher provides content in the general education classroom setting (the general education teacher can also be known as the core content teacher in either math, science, English, social studies, or other subjects) along with peers who do not have disabilities. The special education teacher acts as a consultant for the general education teacher for the following areas: IEP (Individualized Education

Program) accommodations, applying skills in general education classes, keeping track of goals, etc. Therefore, supports that are necessary for implementing their IEPs are provided within the context of those classrooms, i.e. the services come to the students and are provided in the natural flow daily classroom operation.

The implementation of the IEPs are a function of both the general and special education teachers, para-educators, occupational therapists, SLI therapists, and DIS personnel. Each of these individuals will be fully certified and qualified to deliver the very best educational program. The implementation of students' IEPs are provided within the context of the classroom or other contexts as determined by the IEP team.

Furthermore, our seven-academic-period block schedule allows for a focused academic support period run by a special education teacher to assist students in accessing the curriculum. Therefore, the special education teacher provides strategy and skill instruction to students with IEPs outside of the general education class when necessary. In this period, education specialists are consulting with students one-on-one or in small groups in order to provide targeted support. This period does not interfere with participation in the general education curriculum and does not have an adverse impact on graduation as students still take six academic courses a year.

Positive Behavioral Interventions and Support

Supporting positive behavior will follow the same general model as the systems used to support low achieving students outlined in the previous section. The first tier is for teachers to be trained in positive behavioral support through classroom management techniques like Love and Logic in order to provide a learning environment that values and support each student's learning styles, as well as focused conversations/conferences during advisory. The "cookbook approach" to school discipline is where rules are developed, students are expected to follow the rules, a set of punishments or consequences for violations are developed, and all staff members are expected to impose punishments. This however, results in staff members who have difficulty dealing with students blaming others for not enforcing rules, there are frequent concerns that punishments doesn't quite fit offenses, and students are able to find loopholes to use to their advantage. Conversely, our approach to school-wide discipline is a principles based approach aligned with the approaches outlined in Love and Logic, where staff members agree upon a common set of principles to serve as the basis for all decisions regarding treatment of discipline problems. These principles are outlined in Element 10 and include the statements:

- 1.) We will react without anger or haste to problem situations.
- 2.) We will, so long as appropriate provide respectful, related, tiered consequences before suspension or expulsion that are not punitive in intention but allow the learner to experience the results of a poor choice
- 3.) We will proceed in all situations with the best interest of the student foremost in mind.
- 4.) We will guide students toward personal responsibility and the decision-making skills they will need to function in the real world.
- 5.) We will arrange consequences in problem situations in such a way that the student will not

be humiliated and/or demeaned.

- 6.) Equal is not always fair. Consequences will be designed to fit the problems of individual students, and they may be different even when problems appear to be the same.
- 7.) We will make every effort to ensure that students involved understand why they are receiving consequences for their conduct.

During Tier 1 behavioral interventions in the classroom, it is expected that teachers will be regularly communicating with families. Working with families, teachers will institute interventions in the classroom that best support the student's behavior and achievement.

Students who need additional behavioral support will be referred to the Student Success Team, who will then follow the same intervention model as previously outlined, meeting with families, instituting appropriate behavioral supports, and evaluating the effectiveness of those supports.

Family Involvement

Whether for academic or behavioral support, families will be included in the entire process of referral, placement, intervention selection and implementation, and ongoing monitoring of the effectiveness of interventions. Families are considered to be an integral part of the learning process, as evidenced by their inclusion in the ILP process and college counseling program, and through regular communication with them by teachers and administration.

English Learners

Our goals for Valley International Preparatory High School's EL program are aligned to the LAUSD EL Master Plan:

1. English learners will be held to the same high expectations of learning established for all students.
2. English learners will develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
3. English learners will be taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, and the fine arts, consistent with those for all students.
4. English learners will receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
5. English learners will be evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all stakeholders at Valley International Preparatory, including educators, the family, and the community.

Valley International Preparatory High School will adopt LAUSD's EL Master Plan and will include the following components:

1. Initial Identification, Parent Notification of Instructional Options, and Assessment of Appropriate Placement:

When a student enrolls at Valley International Preparatory High School, the family will be asked to complete the Home Language Survey, identifying whether a language other than English is the student's primary language or whether a language other than English is the one primarily spoken in the home. If such a case is indicated, the student will be evaluated at the beginning of the year or upon enrollment with MAP testing in ELA (which is given to all students to assess skill levels) and with the CELDT within thirty days, if the student is entering a California Public School for the first time or who have not been previously CELDT tested. Students who have indicated a home language other than English and are designated ELs will continue with annual CELDT/ELPAC testing based upon the date last tested at their previous school. If a family provides proper documentation of the student's re-designation as Fluent English Proficient a student will not be CELDT/ELPAC tested.

The CELDT/ELPAC and MAP testing will be used to assess each RFEP student's ELD level annually, along with scores on benchmark assessments in ELA, teacher observation, and optional parent input.

Valley International Preparatory High School will notify all parents of its responsibility for CELDT testing and CELDT results within thirty days of receiving results from the publisher.

Depending on assessment results, the administrative designee and ELD Coordinator will determine the most appropriate placement and support strategies with the help of the student's family and teachers.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

2. Implementation and Programs

Based on CELDT/ELPAC and MAP assessment results, parent input, and recommendations of the ELD Coordinator, English Learners will be placed in either a Structured English Immersion Program or a Mainstream English Instructional Program.

Option 1: STRUCTURED ENGLISH IMMERSION PROGRAM, GRADES 9-12 (SECONDARY)

Program Goals: Acquisition of English language skills so that ELs and LTELs, including those with disabilities, can succeed in a Mainstream English classroom. SEI is designed to ensure that ELs and LTELs receive appropriate supports to meet ELD proficiency and grade-level standards. High-quality ELD and scaffolded content instruction are provided with primary language support for clarification. SEI will be used as a program for ELs and LTELs who are “less than reasonably fluent” based on the CELDT assessment (ELD levels 1-3).

Components of this program will include:

- A. One period of ELD instruction at the student’s assessed level of English language proficiency provided by a properly credentialed teacher.
- B. Standards-based instruction in all curricular areas.
- C. Differentiated instruction and specially designed academic instruction in English (“SDAIE”) strategies are used in all content courses.
- D. State adopted, district- approved, standards-based materials and supplemental materials
- E. Frequent writing assignments that give opportunities to practice writing and editing in English

Option 2: MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM

Program Goals: To ensure that secondary ELs that have transitioned from Structured English Immersion (“SEI”) or Transitional Bilingual Education (“TBE”) (or have been opted into the Mainstream English program via a parental withdrawal of services) continue to progress linguistically and academically to meet ELD proficiency and grade-level standards. These students receive differentiated ELD instruction and scaffolded academic content instruction and support and have access to A-G course requirements to be college-prepared and career ready. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-speaking peers.

Components of this program will include:

- A. One ELD period focused on cognitive academic language proficiency, taught by a properly credentialed teacher.
- B. Mainstream language arts courses
- C. Standards-based instruction in all curricular areas aligned to CCSS using SDAIE methodology
- D. Differentiation instruction and SDAIE strategies
- E. State-adopted, district-approved, standards-based materials and supplemental materials are used
- F. Instruction primarily in English with primary language support when needed.

Furthermore, all teachers will participate in professional development that focuses on instructional and differentiation strategies that benefit all students, including ELs.

3. Monitoring Student Progress

EL students will be continually monitored by ELD Coordinator and general education teachers. Ongoing monitoring will be conducted with this schedule:

Beginning of year	Quarterly	Semester	Year-end
Home language survey ELPAC MAP Testing	Benchmark assessments in ELA Ongoing assessment of growth towards ELD standards through iLit ELL	Report cards with grades and teacher narratives Ongoing assessment of growth towards ELD standards through iLit ELL	CAASPP (when applicable) MAP Testing Ongoing assessment of growth towards ELD standards through iLit ELL

The ELD support provider will report to the Principal in order to review the effectiveness of these programs. Effectiveness of program will be identified by whether English Learner (“EL”) students are improving their performance at least one grade level on the ELPAC each year and the reclassification rate meets or exceeds the district average. A more thorough description of ongoing monitoring is below.

4. Reclassification

Valley International Preparatory High school will use these five criteria (and a sixth if the student is a junior) to determine whether or not an English Learner will or should be reclassified as fluent English Proficient. These five criteria are:

1. ELPAC results (score a 3 or 4 in the four performance domains of the ELPAC test). For juniors, a score of “nearly met” or above on the CAASPP
2. Performance on embedded assessments in iLIT ELL curriculum
3. Comparison of performance in basic skills to grade-level peers through assessment
4. Teacher evaluation and observation (and C’s or higher in ELA)
5. Parent input
6. If in junior year, a score of Nearly Met or higher on the CAASPP

Process for monitoring progress and supports for Long Term English Learners (LTEs)

Because the programs at VIP emphasize connection between staff and students and the use of a variety of research-driven instructional methods, the specific needs of LTELs are readily identified and addressed. LTELs participate in the same ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Other options to support our LTELs will be explored including enrolling in ESL classes at Pierce College or CSUN, or using computer programs to support language acquisition. Because the needs of LTELs are varied, we will work with our ELD Coordinator and classroom teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. VIP will prioritize resources (e.g. curriculum for ELD instruction) for ELs and LTELs. Students and their parents will be made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the CELDT/ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that VIP provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide VIPHS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in

order to develop both content knowledge and English.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.

English learners will continue to be re-evaluated annually using the CELDT / ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The ELD Coordinator serves as the CELDT / ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

It is also the responsibility of the principal to annually evaluate the effectiveness of the EL program and implementation of the LAUSD EL Master Plan. Valley International Preparatory High School will use CELDT/ELPAC results, benchmark ELA assessments, CAASPP data (when available), and EL grades and credit accumulation to analyze and evaluate the EL program's effectiveness. The principal, with support from the ELD coordinator and department chairs, will:

- Supervise classroom instruction for quality content and pedagogy in order to ensure the delivery of ELD standards and access to core curricula through SDAIE and/or primary language support when needed
- Provide leadership and support to teachers in developing the mindset that all students can achieve academically, including ELs
- Conduct regular classroom visits to ensure that ELD and SDAIE are being delivered in a way that is aligned to the LAUSD Master Plan
- Use multiple data points to evaluate the EL program's effectiveness
- Provide a welcoming environment and include families in any decision-making and/or interventions

Gifted and Talented Students and Students Achieving Above Grade Level

Students who are achieving above grade level will be identified a number of ways: diagnostic testing in the beginning of the year, benchmark assessments, CAASPP results, and teacher observation / referrals. Grade level advisory teams will also be responsible for identifying high achieving students in need of enrichment.

Departmental content teams will determine appropriate extension activities, identify skills students could develop further. Extension activities will be offered to all students, not just those identified as students achieving above grade level, like regular classroom instruction and learning experiences, will be designed with an eye towards improving competencies identified by the Hewlett Deeper Learning Model and the Key Cognitive Strategies.

By providing a wide variety of courses that includes AP's and rigorous academic electives, students that are achieving above grade level will have their needs further met through the course scheduling and selection process. While VIPHS will not test for GATE, students previously designated GATE at another school or who are achieving above grade level will be counseled into more challenging and rigorous courses.

Students Achieving Below Grade Level

Valley International Preparatory High School will incorporate a variety of Response to Intervention programs for students achieving below grade level who will be identified through standardized test scores, NWEA scores, portfolios, teacher created assessments, benchmark assessments, and informal assessments. These interventions will be tiered to three levels in order to provide appropriate support that focuses on the unique challenges of each individual student. These approaches will include interventions in class, during the school day, as well as opportunities for additional support before or after "B days," as the later start allows for tutoring in the mornings or after school.

Ongoing assessment within the classroom will allow teachers to differentiate their curriculum and provide systematic instruction to build student skills to support students in progressing toward grade level standards. Because of embedded and ongoing PD support, Classroom lessons will be Universally Designed to meet the needs of students at all academic levels. Students will also be provided with re-teaching opportunities. Students' standardized test scores and NWEA scores are evaluated by teachers to determine exactly where the students are struggling in core subjects and strategies are tailored to meet the needs in individual students. Subgroup progress is monitored by all general and special education teachers on an ongoing basis, with NWEA assessments occurring two times per year.

Tier 1 interventions involve providing all students with high quality, differentiated learning experiences as part of core instruction in the classroom and include, but are not limited to, acknowledgement/encouragement of positive behavior, graphic organizers, hands-on activities, small group instruction, and station teaching. Tier 1 interventions will also see a student's advisory teacher working closely with the content area the student is struggling with. Embedded supports such as special education teachers and related services and speech and language therapists will work closely with teachers within the learning environment when necessary, providing strategies and scaffolds for students with special needs. Ongoing assessment and checks for understanding being conducted by teachers in class allows them to differentiate their approaches to meet all student needs, including those of students achieving below grade level. Progress of students in this sub-group will be monitored through report cards, credit accumulation, and performance on benchmark assessments.

For students who are not making progress after Tier 1 interventions, teachers can refer the student's case to the Student Success Team, made up of a representatives of administration, counseling, special education, and general education staff. Upon meeting with the student and their family, the SST will focus on pinpointing the source of the issue, whether academic, behavioral, social, emotional, health, and/or attendance. When the priority skill area has been identified, the SST will be responsible for selecting a Tier 2 intervention, supported by evidence, that meets the needs of the student and that fits in with the Tier 1 curriculum. Tier 2 interventions may include, but not be limited to check-in / check-out, targeted tutoring / academic support after school, structured breaks, counselor referrals, daily behavior forms, non-verbal cues and signaling, and agendas / organizational tools.

In partnership with families, the SST and general education teacher will monitor the effectiveness of the Tier 2 intervention. This could result in one of three different determinations:

- 1.) The intervention plan was effective and the parties agree that no further interventions are needed
- 2.) The intervention plan was ineffective and needs revision, and all parties will work together to come to a new agreement
- 3.) The intervention plan was ineffective, and the child would benefit from additional educational services that are Tier 3 in nature.

Students who are not succeeding with in-class interventions and instructional supports will be referred to the SST, who will meet with the family and student to discuss and agree upon further interventions and supports. Additional Tier 3 interventions, implemented by SSTs, the counseling department, the ELD coordinator, and/or the most appropriately equipped staff include modifying the student's schedule, scheduling for intensive support and instruction in group sizes of two to six students, and progress monitoring on a weekly basis. After 9-12 weeks of intensive Tier 3 intervention, the SST will analyze student performance and make the decision to:

- Support the student using only Tier 1 and Tier 2 strategies if the Tier 3 intervention has been successful in positively impacting student performance
- Recommend continuing Tier 3 instruction using new strategies if the student is showing

- academic improvement but has not yet reached a point of success
- Recommend formal evaluation procedures for special education while continuing new Tier 3 strategies.

Socio-Economically Disadvantaged/Low Income Students

As part of the enrollment process, all families will provide a Federal Income Survey that will be used to identify students from socio-economically disadvantaged and/or low-income backgrounds. Students in this sub-group will be monitored by classroom teachers, who may refer the student to the SST if they feel there is a need for additional intervention.

The advisory program plays a key role in supporting students from socio-economically disadvantaged and low-income backgrounds by actively exposing them to the Key Transitional Knowledge (identified by Conley) that they will need to navigate the college application process and by connecting them to a supportive community of learners. If a student chooses a career instead, advisory plays an important role in developing the “soft skills” that 21st century employers look for such as leadership, communication skills, work ethic, self-regulation, and adaptability, and the advisory teacher assists in completing job applications. Advisory teachers also support students in creating college and/or career resumes. Supporting the success of socio-economically disadvantaged students through a strong and connected advisory program is also backed by research. Researchers found in one study that 70 chronically absent students (chronic absenteeism is a large predictor of academic success and often linked to socio-economic background) in a special advisory period had marked decreases in absenteeism during the period of the program.³⁰

Students in Other Subgroups

Valley International Preparatory High School values diversity and seeks to recruit a student body that reflects the demographic variety of the San Fernando Valley. Foster youth, and related subgroups such as homeless students, are identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities/agencies. Once students have been identified, the counseling department will work to locate additional support services on a case by case basis. Grade level teams will closely monitor the progress of homeless and foster youth. As a result, Valley International Preparatory High School offers a variety of supports for students of all backgrounds. the intervention and referral process outlined for subgroups listed above, a process of identification and support of students from other sub-groups will be tiered in the same manner.

³⁰ Simpson, G. and Boriack, C (1994). “Chronic Absenteeism: A Simple Success Story.” *Journal of the Texas Middle School Association* 2(2), 10-14.

“A Typical Day”

If prospective families spent a day visiting Valley International Preparatory High School on an A day, they would notice students on campus in the front patio, referred to as The Commons, from about 7:45AM to 8:15 some visiting friends, others having breakfast and working on an assignment, perhaps with the help of an older peer tutor. They would also see students in formal attire, which will be provided by the school through donations if students do not have it, rehearsing their speeches for the Speech and Debate tournament they were attending after school. At 8:15, the sounds of classical music would play over the loudspeakers and students would begin heading towards their first period course. If it were a B day, they would see the same scene on The Commons, but if they were to go inside, they would see teachers working collaboratively in departments or grade level advisory teams to align curriculum or identify students in need of support, and/or offering tutoring services to students they have identified for additional support.

They would learn that each class period lasts an hour and thirty-five minutes, in order to provide time for deeper learning and meaningful connection to their teachers. Moving from class to class, they would see a variety of engaging and research-driven instructional strategies and would observe enthusiasm in both the teachers and students. The hallways would have bulletin boards covered in exemplary student work and copies of seniors' acceptance letters to four-year colleges and universities.

While perhaps not able to identify them, prospective families would see methodologies in action such as:

- An Explicit Direct Instruction lesson with numerous checks for understanding and ongoing feedback of student learning in a biology lesson on evolution
- A Socratic seminar in The Commons about the Voting Rights Act and issues surrounding voting rights in the present day
- Students using Chromebooks to complete a reflection of learning in Google Forms in their communications class in order to provide qualitative data to the teacher on what to focus the next class period on.
- In world history and ELA, students would be engaged in cross-curricular integration by learning about satire by reading *Animal Farm* and connecting the events and characters to the history of the Russian Revolution, culminating in a piece of original writing that satirizes a current event.
- Students conducting an inquiry based experiment in mathematics where they use PocketLab to collect data on the velocity and arc of thrown objects.
- Students working on an extended music project that incorporates trigonometry and physics to build a musical instrument using found objects.

At lunch, they would see students dining on the front and back patio and cleaning up after themselves at the end. Student-led clubs might be conducting bake-sale fundraisers or student council could be meeting to plan the next student event. At the end of lunch, they would see students punctually reporting to third period.

After school, they would see student-led clubs like Black Student Union, Fashion and Merchandising Club, or Philosophy Club meeting in a teacher-advisor's room. Students on the poetry team would be marching through the hallways reciting poems as a memory technique, and teachers might be offering after school tutoring or conducting parent outreach.

As the last students begin to leave, all stakeholders can go home knowing that they have been part of an engaged, innovative, and collaborative learning community that is confident in the ability of all students to attend a four year college or university that is the right fit for them.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES & 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 Pupil Outcomes: Summative Assessment Performance Targets

For more specific measurable goals of the educational program and summative assessment performance targets, please see the completed LCFF table in Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

All students at Valley International Preparatory High School will demonstrate appropriate and/or age/grade level mastery of state and national standards and are aligned with the state's priorities. Formative assessment involves the use of assessments, usually administered in the context of a classroom, as sources of feedback that improve teaching and learning.³¹ Teachers at Valley International Preparatory High School will employ a variety of formal, informal, and ongoing formative assessments / checks for understanding in order to monitor and measure pupil progress towards outcomes.

L.A. Shepard argues that the purpose of formative assessment is to gain insights about students' current understanding order to better design instruction that allows for students to achieve the outcomes outlined in state standards and the performance targets outlined in the completed LCFF table in Element 1. Researchers identified four primary types of formative assessment: eliciting prior knowledge, providing effective feedback, teaching for transfer of knowledge, and encouraging student self-assessment.³² The table below includes, but is not limited to, five representative strategies with examples for each of the four types of formative assessment identified by Shepard.

Type of Formative Assessment	Representative Strategies	Example:
Eliciting Prior Knowledge	1. Written "Do Now" questions	In world history, students respond to the prompt: "When is war justified?"
	2. Think, Pair, Share	In science, students explore an ethical question using the think, pair, share protocol
	3. Four Corners	Students move to different areas of the room depending on how they feel about a series of values prompts in an ELA class
	4. Know, Want, and Learned ("KWL") and other graphic organizers	Students complete a graphic organizer in language class outlining what they already know about Spanish culture and what more they want to learn.
	5. Warm-Up Quiz	Algebra teacher gives a brief quiz on concepts learned in the last class to check for understanding and adjust as needed

³¹ Bransford, John D., Brown, Anne L., and Cocking, Rodney R. (2000) *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press, 140

³² Shepard, L.A. (2005). "Linking formative assessment to scaffolding." *Educational Leadership*, 63(3), 66-70.

Type of Formative Assessment	Representative Strategies	Example:
Providing Effective Feedback	1. Department / content-specific essay rubrics	ELA teachers use essay rubrics aligned to the five Key Cognitive Strategies to provide vertically aligned feedback
	2. Department / content-specific performance rubrics	The communications teachers use the same presentation rubric to provide feedback to students on their tone, voice, and fluency of presentation.
	3. Small group and individual conferencing	During advisory, teachers will conference with students one-on-one while doing grade and credit checks to monitor credit accumulation and mastery.
	4. ILP Meetings	Advisory teachers meet with families to review assessment data and set goals for the academic year
	5. Exemplars	Students examine a piece of effective writing in world history class, compare it to the written feedback the teacher has provided, and make revisions.
Teaching for Transfer of Knowledge	1. Discussion based teaching with questions leveled to Bloom's Taxonomy	In math, the teacher leads students through a discussion of an equation in order to arrive at a deeper conceptual understanding of the standard.
	2. Teaching active note-taking strategies	Teacher models metacognitive strategies through a think aloud while teaching students how to take Cornell notes
	3. "Attack the Text" Literacy Strategy	Students actively mark-up, summarize, and annotate a scholarly journal article in U.S. History
	4. Exit Slips	The biology teacher has students complete exit slips to check for understanding and re-teach the next class if needed
	5. Just in Time Teaching	Students complete a Google Form with five questions for US History so the teacher can adjust the following lesson to address misconceptions and misunderstandings
Encouraging Student Self-Assessment	1. Diagnostic testing	In math class, students take a diagnostic test at the beginning of the year to assess their skill level.
	2. Group work reflection Forms	As the culmination of a group or collaborative activity in biology, students complete a reflection that has them rank their own proficiencies on 21 st century skills.
	3. Peer Critique / Feedback Forms	In visual arts, the teacher has developed a protocol whereby students display their works and elicit feedback from their peers
	4. Quizzes and tests that include reflective component	After taking a quiz in Chemistry, students identify content standards they struggled with and make an action plan to improve

<i>Type of Formative Assessment</i>	<i>Representative Strategies</i>	<i>Example:</i>
	<i>5. Benchmark assessments that demonstrate growth</i>	<i>Students compare the results of their latest math benchmark assessment with how they performed on the beginning of year diagnostic test</i>

All students will demonstrate appropriate age/grade level mastery of State and National standards. VIP will purchase a subscription to the NWEA's Measures of Academic Progress test in ELA and Mathematics as its main benchmark assessment. At the beginning of each year, students will take the NWEA MAP test in reading and mathematics. These are state-aligned and computer adaptive tests that will accurately reflect the instructional level of each student, allow teachers to examine results by subgroup, and measure growth over time. NWEA MAP tests will provide results that can be used to identify skills and concepts individual students are proficient in, help teachers in diagnosing instructional needs, monitor growth over time, and help make data-driven decisions at the classroom and school levels. Departmental and grade-level PD times will be designated for teachers to examine the MAP data, discuss implications, and implement changes in the classroom.

In addition to the NWEA MAP Assessments, administration and lead teachers will work with teachers to incorporate teacher-designed assessments and projects that measure student progress towards state and federally-defined outcomes and that include a self-reflective component in order to encourage self-assessment among students and to make learning objectives clear. Working in departments, teachers will select and develop discipline-specific formative (fall), mid-year (benchmark), and summative assessments (April/May) in order to measure progress. Results from these assessments will be reported to administration by department heads. Working together, the Instructional Leadership Team will work with departmental teams to refine curriculum-based assessments in each academic area.

In addition to the NWEA MAP assessments, students in tenth and eleventh grade will take the CAASPP interim assessments in January in order to monitor progress towards state-defined frameworks. Finally, teachers will work in departments to generate standard project rubrics that are broken into the five key cognitive strategies and are aligned to common-core outcomes. Longer-term PBL projects will be evaluated with these rubrics.

Over the course of the year, students will use their advisory period to develop portfolios that contains exemplary work from all courses they are enrolled in, with a focus on projects that were assessed according to the KCS rubrics. These portfolios will be used to assess student progress in all curricular areas and will be presented to parents/guardians during the spring ILP meetings with advisory teachers.

These assessments will be ongoing and since they include multiple points of entry, will serve to effectively monitor student progress and identify students in need of intervention. As outlined in the LCFF in Element 1, 2018-2019 will be used to establish VIP-specific baselines using the CAASPP interim assessments and CAASPP spring assessments in order to better define future performance

expectations.

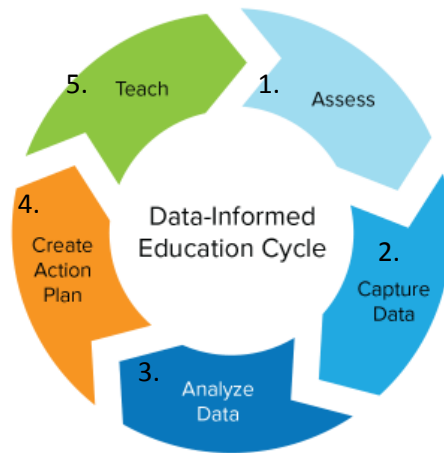
Grade Level	Fall assessments	Mid-year assessments	Spring assessments
9	NWEA MAP in Math and ELA Teacher-designed diagnostic assessments in core subject areas	Teacher-designed benchmark assessments in core subject areas Physical Fitness Assessment	NWEA MAP in Math and ELA Teacher-designed summative assessments in core subject areas Portfolio presentations
10	NWEA MAP in Math and ELA Teacher-designed diagnostic assessments in core subject areas	Teacher-designed benchmark assessments in core subject areas CAASPP Interim Assessment in ELA and Math	NWEA MAP in Math and ELA Teacher-designed summative assessments in core subject areas Science CAT AP Testing (if applicable) Portfolio presentations
11	NWEA MAP in Math and ELA Teacher-designed diagnostic assessments in core subject areas	Teacher-designed benchmark assessments in core subject areas CAASPP Interim Assessment in ELA and Math	NWEA MAP in Math and ELA CAASPP in ELA and Math Teacher-designed summative assessments in core subject areas AP Testing (if applicable) Portfolio presentations
12	NWEA MAP in Math and ELA Teacher-designed diagnostic assessments in core subject areas	Teacher-designed benchmark assessments in core subject areas	NWEA MAP in Math and ELA Teacher-designed summative assessments in core subject areas AP Testing (if applicable) Portfolio presentations

Data Analysis and Reporting

Valley International Preparatory High School's collection, analysis, and reporting of academic and performance data will be conducted using the NWEA MAP system in order to supplement state assessment data in MiSiS.

In addition to providing digital access to the Learning Tools, student performance data will also be discussed / covered during ILP meetings with families and the advisory teacher, with an eye towards each student setting individual goals for improved performance.

The Executive Director, Principal, and staff will monitor and support the academic achievement of students. The administration will collect, analyze, and synthesize school-wide and grade level data to examine the instructional program from an overarching perspective and to determine adequacy of the teacher-designed approaches. Grade level and content-area teams will also examine data following diagnostic and other assessments, and will engage in the data-informed education cycle outlined below:



Steps 1 and 2 will be accomplished using the NWEA MAP assessments. Teacher-created assessments and student work portfolios will also be incorporated throughout the year as benchmark assessments. Steps 3-5 will be accomplished as part of bimonthly departmental content team meetings, and when applicable, collaboration between teachers during common prep times.

This cycle of approaching data will be embedded throughout the year and ongoing:

After reviewing data through a data analysis protocol adopted from Solution Tree Press, 2010, “Building a PLC At Work”, departments and grade level teams will meet once a month to identify areas of student performance weakness, diagnose reasons for the weakness (literacy, instruction, etc.), then plan and implement instructional changes into the curriculum that address said areas of weakness. Subsequent assessment will be used to evaluate the effectiveness of approaches. Working with administration, departments will report out the findings of their data analysis, as well as outline the methods they are using to address areas of weakness in order for administration to review and provide feedback. As part of this cycle, programmatic changes to serve identified struggling subgroups will be considered by administration in collaboration with departments.

It is through this process also that department and grade level teams may refer struggling students to the SST for determination of which tier of support should be implemented after implemented instructional changes have failed to impact the student’s learning. In a similar vein, high performing students may have their schedules modified to include more challenging courses.

Individual student performance data will be communicated with families on an individual basis through the individualized learning plan process outlined in Element one. Data on family and student attitudes towards schools will be collected through biannual surveys and used to evaluate programmatic offerings and curricular/instructional approaches. SARC and SBAC data will also be sent to families every spring and posted on the school website (to be developed).

Finally, the Principal will present to the board of directors thrice yearly (Fall, beginning of Spring semester, and in June) an overview of assessment, performance, and other pertinent student data as well as how the data is being used to monitor and improve the Charter School's educational program.

Grading, Progress Reporting, and Promotion/Retention

Grading and Progress Reporting

Parents will be informed about student progress through a number of mechanisms. The advisory teacher will serve as the point of contact for families when they have concerns about their student's performance or questions about current grades. Upon receiving communication from families, the advisory teacher will determine the next appropriate course of action, including referral to other teachers, referral to counseling, or the scheduling of an SST appointment. Families will also play an active role in their student's education by participating in the ILP process. Teachers will be expected to send out fail notices at least twice a semester to inform families of students who are failing their courses, as well as keep a class website where copies of assignments are posted.

Student achievement will be evaluated against state standards and the Principal will work collaboratively with each department in order to design grading policies that are fair and relatively consistent across classes. In addition to providing letter grades, teachers will also be expected to write brief narratives to provide along with a progress report midway through each semester and official report cards at the end of both semesters. Teachers are expected to be in regular communication with families of students who are struggling in their courses. Families will also have ongoing access to grades and assignments through the parent portal in MiSiS, and for families with limited access to technology, technology will be available in the school's main office for them to use.

The grades assigned to a student's work are indicators of progress through course tasks and mastery of standards. These grades will be administered based upon student's mastery of the CCSS and California state standards. The following is a rubric outlining the criteria for marks that teachers will give:

Academic Mark	A	B	C	D	FAIL
Quality of Work	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
Interpretation and Application	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
Thinking and Reasoning Skills	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
Quantity of Work	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

Numerical averages will be converted to letter grades and will be translated on to transcripts as follows:

GPA SCALE		
Letter Grade	Regular	AP
A	4.0	5.0
A-	3.7	4.7
B+	3.3	4.3
B	3.0	4.0
B-	2.7	3.7
C+	2.3	3.3
C	2.0	3.0
C-	1.7	2.7
D+	1.3	2.3
D	1.0	2.0
D-	.7	1.7
F	0	0

Valley International Preparatory High School will not order students into class rankings.

Promotion / Retention Policy

Students will be considered at the appropriate grade level based on the number of credits they have accumulated each year. Amount of credits needed to be considered each grade level are listed below.

<i>Transition Period</i>	<i>Credits Needed</i>
<i>9th to 10th grade</i>	<i>60 credits, both semesters of ELA must be passed with a C or higher.</i>
<i>10th to 11th grade</i>	<i>120 credits, both semesters of ELA must be passed with a C or higher.</i>
<i>11th grade to 12th grade</i>	<i>170, both semesters of ELA must be passed with a C or higher.</i>
<i>Graduation</i>	<i>240 credits, A-G requirements satisfied.</i>

Students may be promoted during the school year if they have demonstrated sufficient credit recovery through course offerings at VIP in their fall semester and/or outside programs, or credit completion at local community colleges, independent study programs, or online vendors. Students' credits will be transferred upon submission of official transcripts showing satisfactory completion of courses at these other options. All courses must be passed with a C or higher to be considered eligible for A-G satisfaction.

Student's identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after school activities, tutoring, and referral to credit recovery opportunities. All students are also provided additional in class support, which ensures that students who cannot participate outside of school hours are also supported. The student's academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

Appeals Process for Retention

The retention of a student is at the discretion of the principal or administrative designee. Parent/guardians shall be notified in advance of the enactment of the retention and can appeal a student's retention. A retention appeal shall be submitted in writing to the school's Executive Director, the supervisor of the school's principal, and shall be heard if requested within five (5) school days of the notification of retention by the school. Upon consideration, the Executive Director's decision shall be final. The decision regarding the appeal will be made within five (5) school days of the appeal submission to the Executive Director. Parents/guardians will be notified of the decision in writing within three (3) school days following the decision.

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.³³

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.

³³ 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 and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the

Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

VIP is operated by Parents In Partnership ("PIP") in accordance with the Charter Schools Act and nonprofit public benefit corporation law. VIP will be governed pursuant to the Bylaws adopted by the PIP Board. The Board of Directors of PIP and the administrative staff will be responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, liability, payroll, purchasing, and insurance. The Board of Directors will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance, health and safety, facilities, and resource usage. The day-to-day operations and management of VIP will be provided by the Executive Director and the administrative staff.

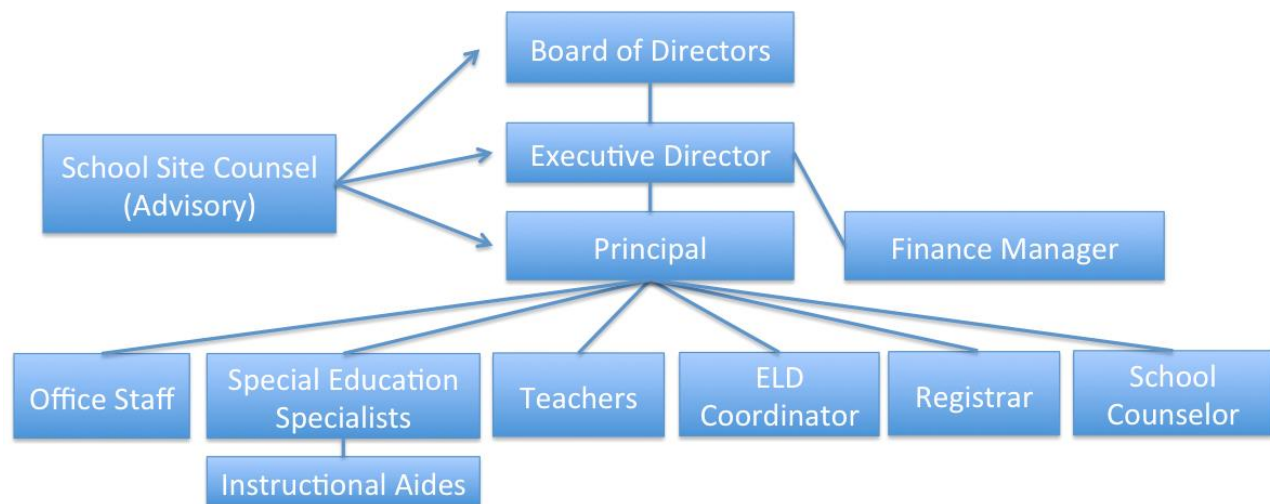
The PIP Board of Directors ("Board of Directors" or "Board") will hold the mission of the Charter School and will ensure Charter School carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the Charter School, and is responsible for providing financial oversight of the Charter School.

The Treasurer and the Finance Committee (if established) will support the Board in monitoring the Charter School's finances as well as ensure that the Charter School has robust financial and accounting systems and procedures in place. The Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Board by the Charter School staff. In compliance with Education Code Section

47606.5, the Charter School will consult with teachers, principals, administrators, other school personnel, parents, and students to develop an annual budget and LCAP (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. The Board will contract with an approved education auditor to conduct an independent financial audit.

The Board will be responsible for hiring, supporting and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the Charter School. To ensure the Executive Director is effectively implementing the mission of VIP, the Board will evaluate the Executive Director on a yearly basis and provide a written evaluation to be placed in the personnel file of the Executive Director. The Executive Director will be responsible for hiring, supporting and evaluating all school staff. In addition to managing the Charter School staff and implementing the day-to-day program of VIP, the Executive Director will be responsible for providing timely reports to the Board of Directors. Each month, the Executive Director will report back to the board through written management reports, financial and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with the Brown Act. The Charter School Principal is responsible for ensuring the academic success of the Charter School. The Principal works closely with the Executive Director, and is responsible for submitting reports to the Executive Director regarding school culture, academic data, and professional development of the staff on a regular basis.

Figure 1. Organizational Chart



Governing Board Composition and Member Selection

While PIP was originally incorporated in 2011, the corporation's specific purpose evolved to become

focused on operating a charter school. In the current corporate iteration, the PIP Board needed Directors who could help steer the operation of a successful charter school. Each member was selected as provided for in the Bylaws, and offer skills that will benefit PIP.

The Board members come from a wide range of backgrounds and provide the expertise and experience necessary to provide effective fiscal, regulatory, and academic oversight of VIP. The Board consists of several highly-experienced Charter School leaders, parents, and professionals from outside of education. The Board's diverse expertise in a number of fields—finance, operations, marketing, consulting for business and nonprofits, law, education, and community development—will ensure VIP's success.

Board Structure

The Board will consist of at least five directors, and not more than eleven, and will maintain an odd number of members for voting purposes. The number of board members may change from time to time if/when additional skill sets are required to support the Charter School. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skillsets provided by Directors currently in place. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of President, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its bylaws. Details of that process are outlined below.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for VIP's success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted and selected according to the Board's strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates' alignment with VIP's mission, and a commitment to a minimum of three years of service.

The VIP nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors, in accordance with our bylaws. Directors will serve a term of three years from the beginning of the fiscal year of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspective. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated directors within a public meeting and in full compliance with the Brown Act. A director may resign at any time by filing a written resignation with the President of the Board, unless no Director would remain. In that case, notice must be provided to the California Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of his or her predecessor.

In accordance with our bylaws, the Board may remove any Director, except for the Charter Authorizer Director, with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Director proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Governance Procedures and Operations

Meetings shall be held at a place to be designated within LAUSD's boundaries as set forth in the notice of the meeting and agenda. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. A resolution setting the annual calendar of Board and committee meetings will also be adopted at this meeting. This resolution will specify the dates, times, and locations of every Board meeting for the fiscal calendar year. This meeting, like all others, shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

The Board shall meet monthly, with the possible exceptions of school break periods in the summer and winter. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a location that is accessible to the public/constituents, and on the Charter School's website.

PIP will comply with the Brown Act. It will hold all meetings in locations accessible to the public; it will post its Board of Directors schedule of meetings; it will post notices and agendas of regular meetings at least 72 hours in advance; and it will record and post actions of the Board. Postings will occur by email to those who have requested it and in a location that is publicly available 24 hours a day, 7 days a week in the VIP office as well as on the Charter School's website. VIP will maintain for its Board a record book of meeting agendas and minutes. For easier access, VIP will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business, plus special meetings as needed. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, based upon the presence of a quorum, unless a majority vote of the entire Board is otherwise required under the Corporations Code, as specified in the Charter School's bylaws. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless

a greater number is expressly required by the Corporations Code, the Articles of Incorporation or the Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either (a) elect to continue as a non-decision-making committee or (b) adjourn to a future date. Directors may not vote by proxy. All votes will be conducted by roll call; abstentions will be recorded.

The Board may elect to 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 full compliance with the Brown Act and in a manner that protects the statutory 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 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 territorial boundaries of LAUSD. 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. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

LAUSD will be provided with an annual fiscal audit. The financial audit will abide by current audit guidelines established by the State of California for K-12 public schools. VIP has provided the LAUSD Charter Office with a copy of the Articles of Incorporation for PIP, and the bylaws and names of board members of the Charter School.

Stakeholder Involvement

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in ensuring the success of their child and the Charter School. VIP understands the importance of active parent involvement in the education of their children. Parents of VIP students will be meaningfully and actively engaged in their children's education. Parents will be responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the Charter School.

At VIP, it is anticipated that:

- Families will be actively engaged as members of the ongoing School Site Council and Parent and Family Association.
- Parents have the opportunity serve on the board
- Families will be provided access to the Charter School, school leaders and classroom teachers to support their children's education at designated times throughout the school

day.

- Families will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Families will be supported in their participation in monitoring their child's individual learning plan towards college readiness through the ILP process and through attendance at college information sessions given throughout the year.
- Conversations (both over the phone and in-person) will be arranged with individual classroom teachers, with the student's instructional team and with the student's advisor. These conversations will be held on an as-needed basis.
- Individual parent-teacher conferences will be held biannually to share and discuss the progress and needs of each individual student.
- Families will be encouraged to participate in an active volunteer program, so that each parent/guardian feels part of the Charter School and understands their responsibility to the Charter School. Under no circumstances will parents be obligated to contribute a minimum number of volunteer hours. VIP shall never require a parent or legal guardian of a prospective or enrolled student to perform volunteer service or equivalent as a condition of his/her child's admission, continued enrollment, and/or participation in the Charter School's educational activities, or otherwise discriminate against a student because his/her parent cannot, has not, or will not provide voluntary service to the Charter School.

VIP will make every effort to fully inform parents as to the curriculum offered and their child's progress. As noted above, a failure of a parent to contribute volunteer hours or to participate in Charter School's programs will have no effect on a student's enrollment, grades, credits or ability to graduate.

School Site Council

VIP will have a School Site Council (SSC), consisting of the Executive Director, teachers, students, parents, non-certificated staff, and possibly community representatives. Half of the SSC will be made up of school staff, the majority of which must be teachers, and half will be made up of parents or other community members, and students (this half may include elected community representatives at parents' discretion). Members of the SSC will be elected by their constituent group (teachers elect teachers, parents elect parents and community members, and so on).

The School Site Council will typically meet monthly. The SSC will meet at the Charter School site. If requested by the Executive Director and if the subjects to be discussed warrant it, members of the PIP Board will attend School Site Council meetings, but will not be members of the SSC and those attending a meeting would not constitute a quorum of the Board. The SSC will meet Brown Act requirements in the same manner that the Board will meet those requirements, as described above.

The School Site Council will review the school budget and make recommendations to the Executive Director regarding the use of funds. The SSC will also consider and advise the Executive

Director on matters concerning parent engagement, staffing and the academic plan. The SSC may participate in establishing goals for the school in areas such as test scores, attendance and discipline records, parental involvement and community relations. The SSC will participate in evaluating the school's progress toward achieving any goals that are established for the school.

Community Engagement

VIP also understands that if its program is to be effective, it must be part of the community. To that end, the Executive Director and Principal actively work to involve the community in the Charter School. Students are encouraged to perform community service as part of their college application and resume process.

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.

Employee Recruitment

Various resources will be used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including utilizing various online job search tools, partnering with teacher recruitment organizations, and participating in local university job fairs. All candidates will be screened, formally interviewed and expected to complete a background check, as described in this element. We feel opportunities for collaboration and professional growth will allow us to be competitive for well qualified candidates.

Employment Eligibility Requirements

Teaching Credential Verification

All core-subject teacher candidates will be required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents will be verified with the CTC by the Principal. The applicant's credential subject authorization must meet applicable state and federal (ESSA) requirements to teach the subject that he/she is being hired to teach. Since VIP supports the employment of university intern eligible candidates, we will work very closely with the university in question to ensure that the candidate is eligible for an internship permit, that the subject authorization meets applicable state and federal (ESSA) requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers will also be required to possess an English Learner Authorization, which is either embedded in their credential or an added authorization.

Work Agreements

Employees' job duties and work basis will be negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD. All employees are considered to be "at-will" employees.

Employee Positions and Qualifications

Administrative Structure

The following table outlines the employee positions required for VIP's year 1 enrollment goal.

Staffing	2018-2019	2019-2020	2020-2021	2010-2021	2022-2023
Executive Director	1	1	1	1	1
Financial Manager	1	1	1	1	1
Operations Manager	0	1	1	1	1
Principal	1	1	1	1	1
Registrar	1	1	1	1	1
Teachers (one serving as ELD coordinator)	18	18	18	18	18
Office staff	2	2	2	2	2
School Counselor	1	1	1	1	1
College Counselor	0	1	1	1	1
Special Education Specialist	2	2	2	2	2
Instructional Aides	2	2	2	2	2

Job Descriptions of Key Personnel

Executive Director

The Executive Director of VIP is directly accountable to the Board of Directors for the academic success, mission advancement, financial stability, and organizational health. The Executive Director will directly oversee the Principal, Special Education Specialists and office staff. The Executive Director will report directly to the Board of Directors.

Qualifications

- Master's Degree in Education or similar field preferred, Bachelor's Degree required
- California teaching certification and Administrative credential will be favorably considered but not required
- Demonstrated classroom success on both internal and national assessments
- Knowledge of applicable education laws and regulatory compliance
- Training or relevant experience in school management
- Experience having led teachers required
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
- Critical thinker, problem solver, committed to realizing the Charter School's mission and success

Job Expectations

The Executive Director must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily Charter School leadership, including all instructional, operational, and financial components
- Work with the Board of Directors and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train, and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement

- Monitor progress of students with special needs and EL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and EL Program
- Communicate effectively with all stakeholders
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Engaging in professional growth opportunities
- Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement
- Serve as the Charter School's primary spokesperson
- Ensure that the Charter School follows all applicable District policies and applicable State and Federal laws

Principal

The Principal will be responsible for providing instructional leadership to teachers and support staff to ensure the ultimate academic success of the Charter School. The Principal is responsible for overseeing and supporting all instructional team members, informing the Executive Director's evaluation of teachers, and reports directly to the Executive Director. An ideal candidate will have at least 5 years of instructional knowledge and success.

Qualifications:

- CA teaching credential and demonstrated subject matter expertise
- Administrative credential favorably considered
- Knowledge regarding California State Standards including CCSS
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Bachelor's Degree required; Master's or advanced degree preferred

Job Expectations

- Commit to the mission and vision of the Charter School
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards

- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Monitor the grading policy
- With teachers, design the Charter School's academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the CAASPP, CELDT (both Initial Identification Assessment and Summative Assessment), and other state and national norm-referenced tests
- Implement and run professional development for teachers
- Report to the Executive Director regarding academic and school culture data, as well as the professional development progress of staff.

School Counselor

The school counselor will support and educate students through a well-prepared counseling program. The School Counselor will serve as the facilitator for the attaining of students' academic or career goals, and assist them in developing their social and mental capacity. The goal is to enable the students to become mature and well-functioning adults.

Qualifications

- Proven experience as a school counselor or teacher
- Integrity and professionalism
- Ability to operate within a wide range of student personalities and backgrounds
- Education in various models of teaching, best counseling practices and regulations
- Excellent communication skills and high emotional intelligence abilities
- Basic knowledge of computers
- MA degree in school or guidance counseling; school counseling credentials is a must

Job Expectations

- Develop and implement an all-encompassing educational and counseling plan with modern methods of teaching and mentoring
- Foster equal opportunity practices and encourage students' association
- Pay attention to cultural or societal differences in dealing with the students
- Conduct group or individual counseling sessions to assist students with problems or concerns
- Assess students' attributes (KSAOs) and help them realize their strengths
- Evaluate the progress of students and reinforce the sense of accomplishment
- Identify behavioral problems or at-risk students and act appropriately
- Cooperate with parents and teachers as well as other interested parties
- Complete assessments and tests, analyze results and provide feedback
- Study and update student records
- Prepare and present reviews of progress

Registrar

The Registrar is responsible for maintaining student records at the campus level. The registrar is responsible for processing student enrollment, transfers, and withdrawals for the campus.

Qualifications

- High school or GED required, Bachelor's Degree preferred
- Ability to maintain accurate and auditable records
- Ability to use personal computer and software to develop or maintain spreadsheets and databases, and do word processing
- Proficient keyboarding and file maintenance skills Basic math skills
- Strong organizational, communication, and interpersonal skills
- Three years clerical experience

Job Expectations

- Maintain physical and computerized records including student cumulative folders, progress and failure reports, class rosters, schedule changes, and grade books.
- Process new student records, including requesting transcripts and records from other schools, setting up cumulative folder, and entering student data into appropriate databases.
- Coordinate grading process, including processing of scan sheets, verification and correction of grades, and printing and distribution of report cards.
- Process and transmit requests for student information, including student transcripts for colleges and universities.
- Prepare and distribute University Scholastic League (UIL) eligibility lists.
- Calculate grade point averages, class rank, and prepare honor rolls.
- Assist counselors with the enrollment, withdrawals, and transfer of students and process applicable records.
- Assist campus administration and counselors with the preparation of reports and student data information.
- Prepare and distribute student identification cards, bus passes, and parking stickers.
- Coordinate the ordering and distribution of all graduate materials, including caps and gowns and diplomas.
- Maintain confidentiality of information.

Finance Manager (Non-certificated)

The Finance Manager is hired by the Executive Director and reports directly to the Executive Director. He/she assists in implementing the systems and structures for the day-to-day running of the Charter School.

Qualifications

- 3-5 years experience in school finance operations required; college degree preferred
- Excellent project management, organizational and budgeting skills
- High proficiency in Microsoft Excel, PowerPoint, Word and Outlook
- Exceptional attention to detail
- Commitment to upholding and implementing VIP's mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Initiative and strong work ethic
- Professional demeanor and strong interpersonal skills
- Excellent ability to Multi-task and unquestioned integrity

Job Expectations

- Work closely with the back-office provider
- Coordinate federal forms, checks, payroll and benefits for VIP employees with the support of the back-office provider
- Work with the Executive Director on fiscal planning and budgeting
- Maintain an organized, highly detail-oriented account of all invoices, receipts and transactions
- Manage student and financial data for all reporting entities in conformance with applicable requirements, including, but not limited to: ESSA, Special education, and the National School Lunch Program
- Develop, with the support of the back-office provider, financial reports for the Governing Board and attend all Finance Committee meetings
- Monitor petty cash receipts and documentation
- Coordinate the purchase of goods and services for the school
- Develop and maintain relationships with the school's banking partners and vendors
- Coordinate the food services for the school
- Prepare (but not sign) vendor checks
- Assure that the policies and procedures the school's Fiscal Policy Manual are being followed and implemented properly
- Assist with school-wide projects

Office Staff

The Office Staff are hired by the Executive Director and reports directly to the Principal (Operations Manager once hired). They assist in implementing the systems and structures in place for the day-to-day running of the Charter School. The Office Staff provide support to the Principal (Operations Manager once hired) and the Finance Manager, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested.

Qualifications

- High school diploma required; some college credits preferred
- Commitment to upholding and implementing VIP's mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Initiative and strong work ethic
- Professional demeanor and strong interpersonal skills
- Detail-orientation
- Fluent written and Spanish strongly preferred

Job Expectations

- Support the Finance Manager in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
- Maintain non-instructional supplies
- Assist in student recruitment and enrollment
- Create a welcoming front office environment for students and families
- Assist the Finance Manager in monitoring petty cash receipts and documentation
- Coordinate the food services for the Charter School
- Monitor the front desk and main school phone line
- Manage student file system
- Complete other tasks and duties as required by the Principal (Operations Manager once hired) and Executive Director
- Assist in maintaining school's student information system
- Assist with school-wide projects

Teachers

Teachers are the most critical levers that VIP has to ensure the success of the academic program and student achievement. Teachers will report to the Principal.

Qualifications

- Bachelor's Degree
- CA teaching credential
- Two years of urban teaching experience preferred
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

Job Expectations

- Teach at least four classes daily
- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Executive Director and Principal as hired
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents
- Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety. In line with OSHA recommendations, all teachers have a thirty-minute, duty-free lunch every day that may not occur at the same time as student lunch.

ELD Coordinator

SUMMARY OF FUNCTION: This is an instructional position that facilitates students English Language Development and access to core content skills that will contribute to their development as mature, able, and responsible students. The employee guides the learning process toward the achievement of ELD curriculum goals and establishes clear objectives for lessons, units, and projects and has the ability to communicate these objectives to ELL students and parents. The work plan employs a variety of ELL instructional techniques utilizing appropriate technology, consistent with the needs and capabilities of the individuals or student groups based on language proficiency levels.

ESSENTIAL JOB FUNCTIONS: Implements by instruction and action the district's philosophy of education and instructional goals and objectives specific to English Language Learners (ELLs). * Provides effective instructional ELL techniques for all students in the classroom, and assists mainstream teachers with appropriate sheltering techniques in their classrooms. * Prepares for classes assigned, and shows written evidence of preparation upon request. * Encourages students to set and maintain standards of classroom behavior. * Plans a program of study that meets the individual needs, interests, and abilities of the students by assessing students' English language proficiency and place students in appropriate ELL and mainstream classrooms. * Understands and is sensitive to the cultural backgrounds and differences of the ELL students, and assists students and parents with their adjustment to a new cultural environment. * Assists students and counseling staff with annual selection of classes and post-graduate planning for ELL students. * Assesses the accomplishments of ELL students on a regular basis and provides progress reports as required. * Communicates to parents their student's progress in their ELL and mainstream classes as the parents may have difficulties communicating with their student's regular teachers and/or other school personnel. * Communicate student and family needs with ELL Community Liaison so he/she may assist students and/or families. * Monitor grades and attendance of ELL students in their mainstream classes. * Maintains accurate, complete and correct ELL records as required by law, district policy, and CDE regulation. * Makes provision for availability to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms. * Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s). * Administers state required English Language Development tests. * Attends staff meetings and serves on staff committees as required.

OTHER DUTIES

Performs related work as required.

KNOWLEDGES, ABILITIES AND SKILLS

- Understands and demonstrates classroom management/instructional strategies to support ELL student achievement.
- Integrated technology skills to support the content areas.
- Knowledge of ELD curriculum, and standards based-education.
- Knowledge of special education as applied to the needs of the ELL students assigned to the teacher's particular area.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.

QUALIFICATIONS

Bachelor's degree
California Teaching Credential
Culturally and Linguistically Diverse (CLD) Endorsement

Special Education Specialist

General Summary: The primary responsibility of the Special Education Specialist is to provide instruction and other related services to Special Education students. The Special Education Specialist will also facilitate diagnostic assessment including administration, scoring and interpretation. Will review and revise IEP's as needed. Will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans and support other academic programs as needed.

Essential Functions include, but are not limited to the following:

- Provide instruction to students with special needs and identified learning disabilities in a special education program.
- Tutor individual and small groups of students, reinforcing language and reading concepts. Administer and score individual and group tests.
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff.
- Conduct IEP meetings.
- Communicate and coordinate special needs evaluation and testing with speech teacher, psychologist, and other service providers.
- Communicate with parents regarding individual student progress and conduct. Maintain progress records and record progress toward IEP goals.
- Record progress within the independent study program.
- Perform other duties in support of the Special Education Specialist program.
- Support other academic programs offered within the independent study program.

Knowledge, Skills and Abilities Required:

- Special Education Specialist Certificate or ability to obtain Mild/Moderate Certificate.
- Ability to work with children of all ages.
- Ability to understand, adopt, and support the independent study program, concepts and their philosophies.
- Ability to organize and present ideas effectively in oral and written form.
- Ability to make skillful decisions.

Required education:

- Bachelor's degree

Required experience:

- Special Education Teaching: 3 years

Required license or certification:

- Valid California Teaching Credential in Special Education (Mild/Moderate)

Instructional Aide

The instructional aide(s) is responsible for providing assistance to instructional programs by assisting the special education specialists and general education teachers in achieving educational objectives set out in students' IEPs by working with individual students or small groups to help them achieve the skill levels of the class as a whole.

Qualifications

- Documentation of High School Graduation and post-secondary units
- Hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts
- Strong interpersonal, oral and written communication skills
- Demonstrated commitment to the school vision and mission
- Meet all requirements needed for compliance with ESSA regulations

Responsibilities

- Under the supervision of highly qualified teachers, assists teachers with instruction and reinforces learning experiences
- Assists with special needs, such as those related to positioning, restroom support, feeding, grooming, and mobility (may be required to lift and position students with special physical needs)
- Assists and supervises individual and groups of students in the classroom and other school environments and in transitions from place-to-place;
- Attends professional development opportunities offered by the school;
- Assists in observing and recording data related to behavior and IEP goal achievement of students;
- Assists in implementing positive behavioral support strategies;

- Facilitates positive social interactions among students;
- Participates in staff development activities as appropriate;
- Performs related duties as assigned.

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.

VIP will implement a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These will also be reviewed and discussed with the Charter School's insurance carriers.

Custodian of Records

The Principal will serve as Custodian of Records per DOJ Requirements.

Healthy and Hunger-Free Kids

The Charter School supports and promotes the health and wellness of students through physical education, nutrition, and health courses. Accordingly, the Charter School will participate in the National School Lunch Program (NSLP), which is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. Charter School and its food vendors comply with all federal and state regulations of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind. Additionally, food of little nutritional value, or "junk food", will not be served or distributed on campus, and students are further discouraged from obtaining and bringing such items onto campus.

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.

Student Recruitment

In anticipation of charter authorization, VIP has created a recruitment plan, meant to inform families in the area of the enrollment process at VIP. If authorized, we will implement this plan to ensure we are fully enrolled with 350 students in grades 9-12 prior to our proposed August 2018 opening.

Student enrollment by law is open to all students who reside in the state of California. The intent of VIP is to serve students living in and attending schools within a three to five-mile radius of the campus that also reflects the diversity of the San Fernando Valley. Marketing is targeted to students residing in the community served to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Annual Outreach and Recruitment Activities:

- Announcements to families in neighboring middle schools, including but not limited to, Van Nuys, Millikan, and Walter Reed Middle Schools.
- Outreach and distribution of materials to community organizations that serve incoming high school-aged youth and their families and partner with local organizations in order to recruit economically disadvantaged students.
- Participation in “meet the high schools night” at Walter Reed, Millikan, and other local middle schools.
- Community canvassing and flyer distribution
- Community meetings / open houses open to all interested parents and community members that include presentations of services for EL and special education students. These will occur every Tuesday at 6:30PM at the charter school site prior to the opening of school once a facility has been secured. Open houses / community meetings may occur at an alternative location prior to the site being secured.

Specific Materials and Methods:

- Flyers in English and Spanish that provide an educational overview of VIP and the enrollment period, deadline for applications, dates and times of open houses / community meetings.
- Postings / announcements on the charter school’s website
- Banners hung on charter school once location has been secured
- Local newspaper/magazine announcements. We will place announcements in Ventura Blvd. magazine, along with the Lifestyle magazine — both targeting our primary area.

All meetings, materials, and all verbal and written communications will be prepared and provided in English and in Spanish. Considering the demographics of the surrounding areas of the proposed charter school, these outreach methods will work towards achieving the LAUSD Racial and Ethnic Balance goal of a 60:40 ratio by engaging students from a variety of backgrounds in the mission and vision of VIP.

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.

Admission Process

Prior to Lottery

Beginning on September 1, and ending at the lottery cut-off date the last school day of February, families interested in enrolling their child into VIP for the next school year will complete Intent to Enroll Forms and turn them into the school office. These dates will be widely publicized at the school, in the neighboring communities, on the website, and via social media. Intent to Enroll Forms will require only basic information including parent name, student name, student grade, and contact information. When Intent to Enroll Forms are turned in, they will be logged into an “intent to enroll” folder in chronological order. A copy of the Intent to Enroll Form, with an “application number” written on it, will be given to the parent to serve as proof of submission. All students who complete and submit Intent to Enroll Forms to the school office prior to the lottery cut-off date will be entered into the lottery. If the number of spaces available exceeds the number of Intent to Enroll Forms, then no lottery will be held.

Lottery / Public Random Drawing

If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a lottery / public random drawing. Current students enrolled in the school will be exempt from the lottery, and District residents and siblings of current students will receive an admission preference. Weighted preference will be given to siblings of current students with a weight of 2:1. The date of the lottery will be widely announced throughout the school community, the community at large, and via website and social media channels. Before the day of the lottery, families who have submitted Intent to Enroll Forms during the open enrollment period, defined below, will be notified by mail, email, phone, and/or the Charter School's website, of the date, time, place and procedure for the public lottery in bilingual materials.

The Executive Director is responsible for overseeing the public random drawing process. In order to ensure that the most number of interested parties will be able to attend, the public random drawing will be held either on a Saturday or on a weekday in the evening. VIP will hold the public random drawing in a public location to ensure that the lottery is open to any interested parties to observe. At all times, our enrollment and lottery process will be transparent. Parents will be encouraged to attend the public drawing and the time and place will be scheduled in order to maximize attendance. The Charter School's policies and procedures regarding enrollment will be clearly publicized in the application instructions, the Family Handbook, on Charter School tours, and on our website.

VIP will inform the public in September of each year that it is accepting Intent to Enroll Forms for admission for the following school year, and of the deadline for submission of Intent to Enroll Forms. Intent to Enroll Forms will also be posted on the Charter School's website. The open enrollment period will last until the end of February. The Intent to Enroll Form will include information about

the last day Intent to Enroll Forms can be submitted in order to be included in the public random drawing. The public random drawing will be scheduled within ten (10) days of the end of the open enrollment period.

At the lottery, the Executive Director or designee will draw names for each grade in which there are more applicants than spaces available. The Principal or designee will be present to ensure fair and accurate implementation of the lottery procedures. Students will be assigned a number corresponding to the number of enrollment slots. Once all enrollment slots have been made available, remaining students will be added to the waitlist in the order in which they were randomly drawn. Records will be kept on file at the Charter School documenting the fair execution of the lottery, such as documentation of the number of open seats and electronic records contained in the Charter School's lottery management system, which includes the information contained on the Charter School's lottery form.

During the same public random drawing, once enrollment is reached, the remaining names will be placed on a wait list in the order drawn. The order of names on the wait list will be developed utilizing the same preferences and procedures as the lottery. If vacancies occur during the school year, the vacancies will be filled according to the wait list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the wait list until the end of that academic year unless otherwise requested by the parent to be taken off. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

As spots become available, families on the wait list will be notified via telephone, text and/or email by a member of the main office staff, in the order they appear on the wait list and given at least three (3) days to respond to the request.

Notification of admission status will be mailed and emailed to all applicants. Enrollment packets will be sent to admitted students or they will be called to pick up enrollment packets from the Charter School. The Charter School will follow up with a phone call if the Charter School does not hear from the families within 3 business days. Students not admitted will be informed in writing and via phone call that they are on the waiting list. If the enrollment forms are not returned by admitted students within the specified timeframe, then admission for that student will be forfeited, and an admission notice will be communicated to the next student on the waiting list. If vacancies occur during the school year, the vacancies will be filled according to the waiting list. When a space becomes available and a child is to be promoted off the waiting list, families will be notified via the phone numbers provided on the Intent to Enroll Form. Families must respond to the admission offer within 3 school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list will be contacted. Once students are admitted to the Charter School, their parents/guardians will be asked to complete enrollment documents, sign a Parent/Guardian Agreement in the Charter School's Parent/Student Handbook that describes parents' and students'

expectations, and attend an orientation on or before a child's first day at the Charter School (but which does not include mandatory volunteer hours, and a failure to sign will not prohibit student enrollment). Failure of a parent/guardian to attend an orientation will not impact a student's enrollment at the Charter School.

Offer of Enrollment

Once a student is offered enrollment in to VIP, either as a lottery pick or as the next student listed on the waitlist, the ED (or designee) will contact the student's family to confirm that they are choosing to enroll in the school. The student will be given a deadline (typically, three calendar weeks, though the timeline will be shortened if the opening of school is within that timeframe) in which to submit the full Enrollment Form and packet to the school office (date determined prior to school opening). This process will be followed both prior to and after the school year starts.

Completing the Enrollment Form

The enrollment form includes the following elements:

- Parent/Student receipt acknowledging receipt and understanding of Parent-Student Handbook.
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Verification of Birthdate
- Proof of Residency

As noted already, VIP will strive to attract and serve through extensive outreach efforts underserved populations. The VIP team has an established presence in Van Nuys and surrounding communities and will be able to reach a large population of underserved students. VIP will reinforce through community outreach efforts that it is an open enrollment, tuition-free public school with no specific requirements for admission, that it will enroll all pupils who wish to attend to the extent that space allows, that it be nonsectarian in its programs, admission policies, and all other operations and that it will 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.)

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

Annual Financial Audit Procedures

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Charter Schools as published in the State Controller’s K-12 Audit Guide.

The Board will select and approve an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Audit Exceptions & Deficiencies to be Resolved

The school's audit committee will review any audit exceptions or deficiencies and report to the VIP Board with recommendations on how to resolve them. The Executive Director will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the LAUSD. All audit exceptions and deficiencies will be resolved as determined by the state law. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the district within three months of the auditor's report.

VIP will provide LAUSD with the final audit results within 60 days of completion of the audit report.

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

In implementing a positive and supportive school climate and a student discipline system that best responds to student needs, Valley International Preparatory High School will follow the “Love and Logic”³⁴ approach to discipline, with a focus on restorative justice that is aligned with the District’s Discipline Foundation Policy and School Climate Bill of Rights.

The guiding belief of Valley International Preparatory High School that informs our approach to school climate and discipline is that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, respected, and heard. We believe that strong and mutually respectful relationships between all stakeholders, where all members’ voices in a community are heard, create a strong school climate that mitigates many behavior issues. As a result, we have included a number of programmatic structures that will preemptively address the conditions that lead to behavior problems. By participating in an extensive advisory program, students will form close bonds with an adult advocate and their peers through practices such as restorative discussion circles, focused advisory lessons on self-knowledge and self-control, and goal-oriented thinking and guidance in relation to their academic and social development.

Valley International Preparatory High School believes that primary prevention of behavioral issues must be the responsibility of the teacher in order to keep students in their learning environment. This occurs through the creation of positive classroom cultures by helping students understand how their actions affect others while maintaining the emotional and physical safety of the community. While our larger goal is to discourage misbehavior preemptively, when misbehavior does occur, we use these missteps as opportunities for learning and reflection. Administrators will support teachers in positive behavior reinforcement techniques through professional development in classroom management techniques, the principles of Love and Logic, and ongoing behavioral support throughout the year.

The five expectations for student conduct are:

- 1.) “I will do nothing to harm myself or others.”
- 2.) “I am responsible for my own behavior.”
- 3.) “We are a community of scholars and will work together.”
- 4.) “I take pride in myself and in my work.”
- 5.) “I will leave it better than I found it.”

Responses to misbehaviors will be educational and logical, and focus on why these five expectations encompass a variety of expected behaviors that improves the school climate for everyone, and how the students’ missteps in not living up to these expectations may have caused the community or themselves to suffer.

³⁴ Fay, Jim and Fay, Charles, *Creating a Love and Logic School Culture*, Colorado: Love and Logic Press, 2011

All teachers will be trained in Love and Logic. Specifically, all teachers are expected to follow the research proven principles of Love and Logic which are:

- When students feel respected, appreciated and even loved by their teachers, they are far more motivated and cause far fewer problems.
- Students are far calmer and more motivated when their teachers allow them to make choices and solve their own problems within limits.
- Successful educators focus most of their energy on simple tools for preventing misbehavior or keeping it small...rather than trying to provide consequences for every problem.
- When consequences are necessary, effective educators provide them with sincere empathy or compassion.

At the end of each school year, the Principal, with input from the School Site Council, will evaluate the effectiveness of the discipline system. If changes to enhance the system are deemed necessary, the Principal shall implement such changes.

A PD at the beginning of the year will focus on alignment and norming of this behavioral system and philosophical approach, and ongoing support from administration and counselors will be embedded throughout the year. This support could include, but not be limited to, targeted PD's developed by grade level team heads and/or department chairs in collaboration with admin, one-on-one discussions between the Principal and a struggling teacher, and peer cross-observation and debriefing. Grade level advisory teams will also develop lesson plans and activities that focus on character development and help students to understand our approach to discipline.

Alternatives to Suspension and Expulsion

Valley International Preparatory High School will provide alternatives to suspension and expulsion through classroom interventions and then through other interventions, such as student support team meetings. Interventions will be tiered and follow the procedures laid out in Element 1, "Meeting the Needs of All Students" and will have three tiers. Tier 1 interventions are implemented by the classroom teacher through positive behavioral interventions, parent outreach, and respectful, related classroom consequences such as verbal warnings and one-on-one conferences. Positive behavior interventions through classroom management techniques like Love and Logic, as described in detail in Element 1.

The second tier of intervention includes referring a student to the student support team and a meeting with the family to discuss age-appropriate interventions and supports. Examples include restorative practices such as restorative discussion circles, apology letters, peer mediation, and one-on-one conferences with the adults affected.

There are consequences for students not adhering to behavioral standards, and teachers, administration, learners, and families work together to make decisions that are in the best interest of the child and prevent, whenever possible, the child being removed from the learning environment through suspension or expulsion. Described in detail in Element 1 where we discuss Positive Behavior Intervention and Supports, we believe that the first level of intervention needs to be through the creation of a learning environment that values and supports each students' learning style, accomplished through everyday classroom practice. These practices include:

- Setting and communicating clear expectations in alignment with the five school-wide expectations
- Positive behavior reinforcement
- Redirecting
- Explicitly teaching conflict resolution skills
- Focused conversations, both as a class and one-on-one.

Summarized below are the principles we use when dealing with problem situations that allow for flexibility for individuals and varying situations consistent with Valley International Preparatory High School's positive behavior supports and suspension/expulsion procedures. Our goal is to use these principles to create a discipline system that is focused on being rehabilitative rather than punitive.

1. We will react without anger or haste to problem situations.
2. We will, so long as appropriate provide respectful, related, tiered consequences before suspension or expulsion* that are not punitive in intention but allow the learner to experience the results of a poor choice. As an example, if a student is willing to, they may participate in a restorative classroom circle after causing a disruption in class by cursing out another student. Another example may be a student rewriting a plagiarized essay and including an apology letter to the teacher and their parents/guardians.
3. We will proceed in all situations with the best interest of the learner foremost in mind.
4. We will guide learners toward personal responsibility and the decision-making skills they will need to function in the real world.
5. We will arrange consequences in problem situations in such a way that the child will not be humiliated and/or demeaned.
6. Equal is not always fair. Consequences will be designed to fit the problems of individual learners, and they may be different even when problems appear to be the same.
7. We will make every effort to ensure that learners involved understand why they are receiving consequences for their conduct.

* Below are examples of respectful, related, and tiered consequences. The language "respectful and related" refers to language used in the Love and Logic approach, and refers to adults taking into account individual students' emotional state and the context of the situation that may have led to their actions, in order to select a response that is personalized, individualized, and best meets student needs. The examples below are tiered based on the factors outlined above:

- Verbal and/or written warnings in the classroom
- Loss of privileges
- Notices to parents/guardians by telephone or email

- SST meetings
- Positive behavior support contract to address the behaviors and/or needs of the particular student. Behavior support contracts will be individualized, based on the behavior and student need, and will include family and student input in crafting them. When necessary, they may include acknowledgement and agreement to comply with applicable school rules, participating in school-based counseling, participating in restorative meetings with peers, or participating meetings with an administrator.

Grounds for Suspension and Expulsion

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

Detailed policies and procedures regarding suspension and expulsion will be adopted by the school's Governing Board and clearly described in the Student and Family Handbook which will be printed and distributed to each student. These policies and procedures will be reviewed annually by the Principal and Executive Director. The review will include consideration as to whether it is necessary to modify the lists of offenses for which students are subject to suspension and expulsion. Any recommended modifications to the policies and procedures will be brought to the Governing Board for review and approval. All policies and procedures regarding suspension and expulsion will comply with applicable laws and regulations.

Offenses that may result in expulsion and suspension are outlined below and separated into three categories.

Category I: Student offenses with **no** Principal discretion (except as otherwise precluded by law). The Principal *shall immediately* suspend and recommend expulsion when the following occur at school or at a school activity off campus (E.C. 48915(c))

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

Category II*: Student offenses with **limited** Principal Discretion. Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance (except for the first offense of no more than one ounce of marijuana, and over-the-counter and prescribed medication).
4. Robbery or extortion.
5. Assault or battery upon any school employee.

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious).
2. First offense of possession of marijuana of not more than one ounce, or alcohol.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance.
4. Caused or attempted to cause damage to school or private property.
5. Stole or attempted to steal school or private property.
6. Possessed or used tobacco.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
9. Disrupted school activities (school-wide activities; issued only by an administrator).
10. Knowingly received stolen school or private property.
11. Possessed an imitation firearm.
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.
13. Engaged in sexual harassment.
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
15. Made terrorist threats against school officials or school property, or both.
16. Willfully used force or violence upon the person of another, except in self-defense.
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.
18. **Any behavior listed in category I or II that is related to school or activity or school attendance but that did not occur on campus or at a school activity off campus.**
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
20. Engaged in, or attempted to engage in, hazing.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel.
22. Aided or abetted the infliction of physical injury to another person (suspension only).

*For Categories II and III, the school must provide evidence of one or both of the following additional findings:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,

(2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

In-School Suspension

Occasionally, in-school suspension may be used as a form of a respectful, related consequence to behavior that constitutes a discretionary suspension offense and is posing a serious disruption to the educational process. It is to be used as an alternative to out of school suspensions and to prevent a student from falling further behind in academics and remain partially in the learning environment. The School Counselor will be responsible for supervising an in-school suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the day. In the event of academic struggles or questions, the person supervising the in-school suspension may contact the teachers or other support providers to aid the student. In addition to completing any assignments, students serving in-school suspension are also required to write a reflection that addresses the behavior that necessitated the in-school suspension and what they will do to avoid repeating the behavior in the future. The maximum number of days of suspension, including in-school suspension, will not exceed five days per incident and twenty days in one academic year. Parental notification, due process, and appeals will follow the same process outlined for out-of-school suspensions in the next section.

Out-of-School Suspension

To keep families informed and a part of the process, as well as to ensure that students have access to the educational program while suspended, Valley International Preparatory High School shall have the following procedures in place:

1. Informal Conference

Any suspension shall be preceded by a meeting between the Principal, the student, and their family. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference may be omitted if the Principal determines the offense is serious enough to warrant an emergency situation that would involve a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

2. Notice to parents

As outlined above, parents/guardians will be included in any suspension process through written, phone-based, and in-person communication. The Principal shall provide written notice to parents/guardians. The written notice will state the specific offense(s) committed by the student and outline the term of the suspension (1 to 5 days). Furthermore, the notice will state when the student may return to school, and what actions they need to take in order to stay in touch with their teachers and complete any assignments.

3. Length of Suspension

The length of the suspension will be determined by the Principal and be in proportion to the seriousness/severity of the offenses committed. This determination will be made by collection of witness statements, any physical evidence if applicable, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days. A student's suspension may not exceed 20 school days within one academic year; special education students shall not be suspended for more than 10 days in one school year. At the beginning of the suspension, the student's teachers will provide any assignments and written directions to the family so the student may complete any required work at home. Upon returning from suspension, the student will turn in said work to the teachers.

When suspending a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures, including convening a manifestation determination review meeting, to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973.

Suspended students will be responsible for all classroom assignments, projects, etc. Teachers will be required to provide the necessary resources during suspension either in hard or digital copy in order to ensure the student has access to the educational program during a suspension.

Unless the student is recommended for expulsion, parents may appeal a suspension by filing a written request for an appeal with the Executive Director within five (5) school days receipt of written notice of suspension. The Executive Director will make a decision within five (5) school days receipt of the written request to appeal. The Executive Director will consider the written appeal document(s) and the discipline documents from the school. If needed, the Executive Director may interview the Principal and/or the appellant. The Executive Director shall uphold the suspension so long as VIPHS complied with applicable suspension procedures and the misconduct constitutes an enumerated offense. If the Executive Director grants the appeal and agrees at the end of the process that the suspension was not warranted, the suspension shall be removed from the student's record. If the Executive Director denies the appeal, the parent may provide written disagreement with the suspension to be included in the student's files. For students recommended for expulsion, they will have an opportunity to appeal through the expulsion appeal procedures.

Expulsion Procedures

In certain situations, the Principal may make a recommendation for expulsion to the Executive Director. The recommendation must be made during the time period of the suspension.

Upon receipt of the Principal's recommendation, the Executive Director will convene a pre-expulsion conference with the student and family. The pre-expulsion conference will be held on or before the date the student is permitted to return from the suspension.

The student and the student's parent/guardian will be invited to the pre-expulsion conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. To reach a decision, the Executive Director shall review the Principal's recommendation and other available information, including but not limited reviewing the written notice of suspension, written statements and/or meeting with witnesses.

If based on this review the Executive Director determines the Principal recommended expulsion based on a mandatory offense, the Executive Director shall extend the suspension and recommend expulsion.

If the Principal recommended expulsion based on a discretionary offense(s), the Executive Director may extend the suspension and recommend expulsion only based on one or both of the following findings:

- Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon the determination after the conference, the student will be suspended, pending the results of an expulsion hearing. The Executive Director's recommendation to expel the student shall be provided verbally at the conference and in writing to the parents no more than five days after the date of the pre-expulsion conference.

Pending the expulsion hearing, *students* will provided with some form of educationally sound modified instruction for the student through an alternative interim educational placement or through a form of home study that is overseen via communication between the guidance counselor, student, and family. If home study is in place, the student will be overseen by the guidance counselor and will be able to communicate with designated classroom teacher(s) or guidance counselor(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through the classroom teacher during their suspension and be provided the opportunity to make up any missed exams. Because the student cannot be in school, modified instruction will be provided via email, in writing, telephonically, or through other means of verbal communication. All assignments will be provided by the teacher and available for pick-up or mailed

to the child's home. The method in which modified instruction and assignments will be delivered will be decided on a case-by-case basis. If there are other alternative placement options, VIPHS will work cooperatively with the authorizer and the family to access to such options.

Expulsion Hearing

The family of a student who has been recommended for expulsion will be entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within 30 school days from the recommendation for expulsion. The hearing will be presided over an administrative panel (three or five impartial individuals who are certificated, at least one of whom has knowledge and experience in school discipline matters, and neither a teacher of the pupil nor a Board member of the Charter School's governing board) appointed by the Board.

The Principal will prepare a written notice of the hearing, which will be emailed and mailed to the family at least 10 calendar days prior to the hearing. This notice will include:

- The date, time, and place of the hearing
- A summary of the date, incident(s), charge(s), and reason(s) for the proposed expulsion.
- A copy of the VIP discipline policy that relates to the violation
- The opportunity for the student or their family to appear in person at the hearing
- The opportunity for the student to be represented by counsel or non-attorney advocate, to bring witnesses and present evidence, and to challenge evidence presented by the Charter School.
- A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
- A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

the complaining witness' use prior to and during breaks in testimony.

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

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

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

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, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Director or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; (c) the term of the expulsion; (d) the rehabilitation plan; (e) information regarding readmission; and (f) 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.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer consistent with the requirements set forth at the beginning of Element 10.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Director or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final.

Pending the expulsion appeal, students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through the classroom teacher(s) and be provided the opportunity to make up any missed exams. Because the student cannot be in school, modified instruction will be provided via email, in writing, telephonically, or through other means of verbal or electronic communication. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which modified instruction and assignments will be delivered will be decided on a case-by-case basis. If there are other alternative placement options, VIPHS will work cooperatively with the authorizer and the family to access to such options.

Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

Rehabilitation, Reinstatement, and 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. The rehabilitation plan may also include other requirements the student must meet during the term of expulsion, such as but not limited to achieving passing grades; complying with all school rules for the school the student attends; participating in counseling or community-based programs to address behaviors, drug use, bullying, etc.; and/or participating in community service.

A reinstatement/readmission conference shall be convened on or before the last day of the student's expulsion. The decision to reinstate a student, readmit a student, or to admit a previously expelled student from another school district or charter school, shall be at the sole discretion of VIPHS and the student and parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of VIPHS at the time the student seeks readmission. Even if VIPHS does not have capacity to readmit the student, it shall reinstate the student, consistent with the procedures above, so that the student can enroll in another district school if so desired.

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.

VIP will participate in Social Security and a 403(b) plan. Charter School will not participate in the State Teachers’ Retirement System (“STRS”) or the Public Employees’ Retirement System (“PERS”). All full-time employment positions will be covered by Social Security and the 403(b) plan. The Executive Director will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. Part time employees will not be eligible for the 403B retirement plan, but will be covered by social security.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

No student may be required to attend the Charter School. Parents and students will be informed both in writing and in person of their public school attendance alternatives at any time upon request.

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

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

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter

School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline

records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic

master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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).)

Assurances, Affirmations, and Declarations

Valley International Preparatory High School (also referred to herein as "VIPHS" 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.³⁵

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.

³⁵ 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.

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

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

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee,

individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

to its bylaws.

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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).)