



University Preparatory Value High School

Charter Renewal Petition for
July 1, 2020 - June 30, 2025

Submitted by Value Schools

July 30, 2019



University Prep
Value High School

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Assurances, Affirmations, and Declarations

University Preparatory Value High School (also referred to herein as “University Prep Value” or “UPVHS” or “Charter School”) shall:

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part

of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

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

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

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

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

GENERAL INFORMATION	
• The contact person for Charter School is:	Robert Poyer, Principal
• The contact address for Charter School is:	1929 W. Pico Blvd. Los Angeles, CA 90006
• The contact phone number for Charter School is:	213-382-1223
• The proposed address or ZIP Code of the target community to be served by Charter School is:	1929 W. Pico Blvd. Los Angeles, CA 90006
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	480
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 10, 2020
• The enrollment capacity, defined as the total number of students who may be enrolled in Charter School regardless of student residency is:	480
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	MTTF: 7:30 AM – 2:50 PM Weds: 7:30 AM – 1:38 PM
• The term of this Charter shall be from:	July 1, 2020 - June 30, 2025

Student Population to be Served

Value Schools was founded to educate students who come from traditionally underserved populations. Opened in 2015 and located at its present site since 2017, University Preparatory Value High School is a classroom-based high school serving grades 9-12 that primarily enrolls youth from the Pico-Union neighborhood of downtown Los Angeles. Most of University Prep Value's students come from families living below the poverty line, have parents who did not attend college, and live in households where English is not typically spoken. Some are recent arrivals to the United States, speaking little or no English. Families choose University Prep Value because they believe that maximizing one's potential for academic excellence, regardless of talents or interest in specific subjects, is essential to a full life. They also believe that academic excellence and habits of learning are best achieved in a values-based environment devoted to developing whole persons who take responsibility for themselves and for their community.

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

University Prep Value High School Student Demographics*				
Characteristic	2015-2016	2016-2017	2017-2018	2018-2019
Latino	9.9**	85.4	94.8	95.8
English Learner	25.2	23.8	16.5	14.9
Reclassified Fluent English Proficient	59.5	62.1	74.1	75.9
Socio-economically Disadvantaged	90.1	93.2	94.4	94.1
Students with Disabilities	10.8	14.4	12.9	13.2

*Sources: 2015-2017 - CDE DataQuest; 2017-2018 – LAUSD Office of Data and Accountability (October 2018 Census); 2018-2019 – internal UPVHS data submitted to CALPADS and ELPAC Test Results 2017-18

** Complete ethnicity information was not collected in the first year of operation.

University Prep Value High School Five-year Enrollment Plan					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	125	115	120	125	120
10	125	120	115	120	125
11	120	125	120	115	120
12	110	120	125	120	115
Total	480	480	480	480	480

Community Need for Charter School

Eligibility for Charter Renewal

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

Current performance measures include those administered through the state’s California Assessment of Student Performance and Progress (CAASPP) program, such as the Smarter Balanced Assessment tools (SBA); the Measures of Academic Progress (MAP) instruments published by the Northwest Evaluation Association (NWEA); English Learner (EL) reclassification rates; and end-of-school results such as graduation rate and measures of college readiness and acceptance.

The performance measures summarized below indicate that across all numerically significant subgroups, University Prep Value student achievement compares favorably to that of students in the neighborhood schools that University Prep Value students would otherwise attend. Regardless of initial skill levels, most students also show substantial growth over time at University Prep Value.

English Language Arts Achievement

University Prep Value’s performance in English Language Arts is consistent with its emphasis on academic excellence to improve its graduates’ chances of attending a four-year university. University Prep Value’s English Language Arts achievement exceeds that of the schools its students would otherwise attend (resident schools).

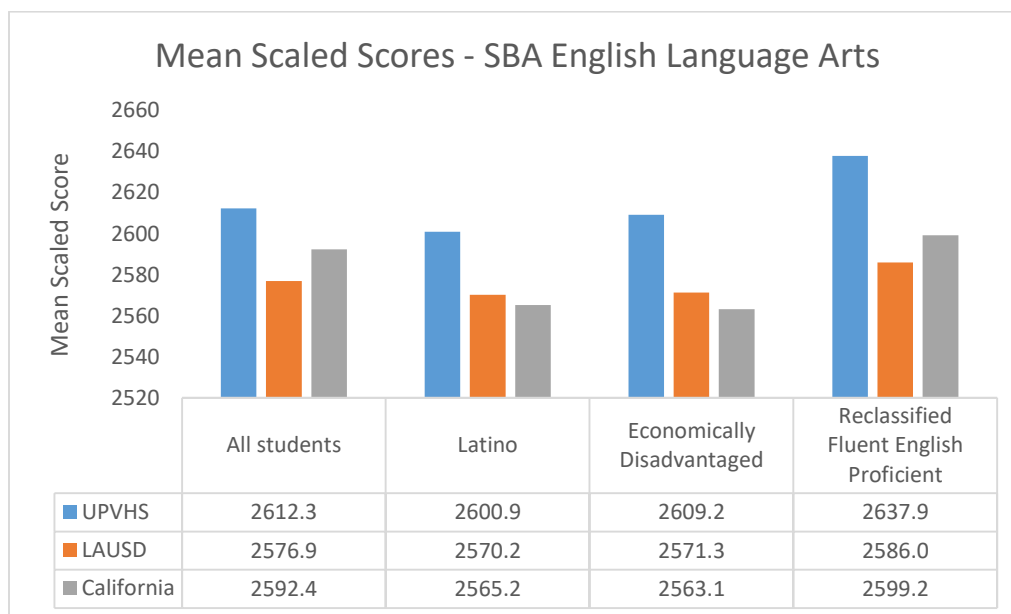
Schoolwide results. As a high school that added one class per year after opening in 2015, University Prep Value has official results on the Smarter Balanced Assessments for only one year of the charter term. On the 2018 administration, 61.54% of University Prep Value’s students met or exceeded the English Language Arts SBA standards, more than 23 percentage points higher than the median of its corresponding resident schools, 38.52%.

Subgroup results. Given the nature and relative homogeneity of the student populations in University Prep Value and the resident schools, it is not surprising that the schoolwide performance is fairly similar across numerically significant subgroups.

SBA English Language Arts, 2018 Administration % of Students who Met or Exceeded SBA Standards			
	University Prep Value	Resident Schools median	LAUSD
All Students	61.54	38.52	42.31
Socioeconomically Disadvantaged	61.05	-	-
Latino	57.78	-	-

Source: LAUSD Office of Data and Accountability

The chart below shows that University Prep Value's performance advantage in English Language Arts in 2017-18 relative to the LAUSD as a whole, and to the entire state, across all numerically significant subgroups.



Source: CAASPP website

Mathematics Achievement

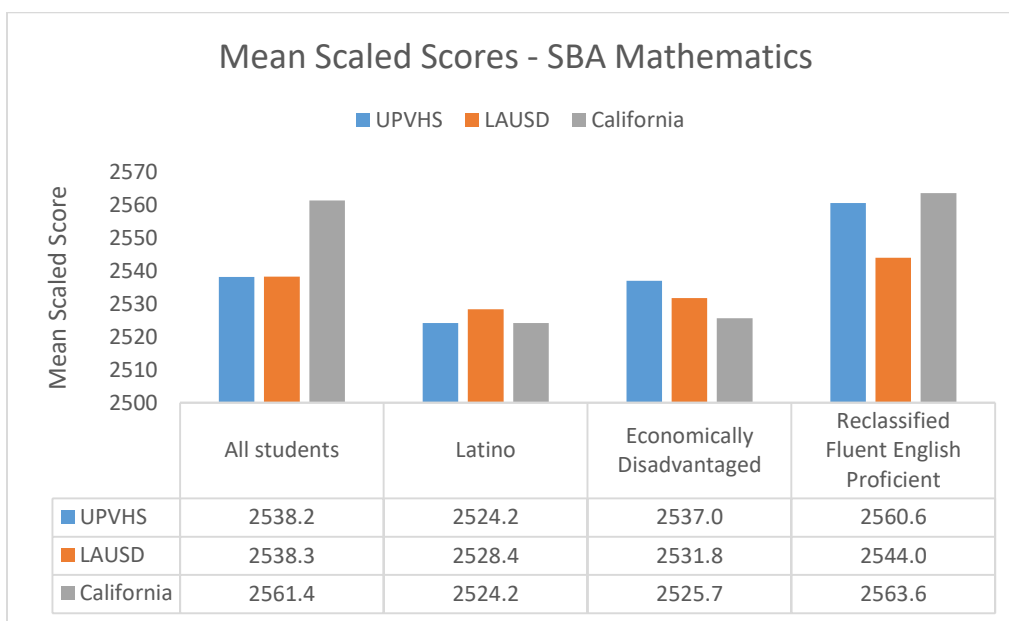
Schoolwide results. As with most public schools in the LAUSD, fewer University Prep Value students met or exceeded the standard on CAASPP's 2017-2018 Mathematics assessment than on the ELA assessment. 18.27% of University Preparatory Value High's students met or exceeded the performance standards, compared to the resident schools median of 13.01%. While University Prep Value still outperformed resident schools, the differences were smaller than in English Language Arts.

Subgroup results. Numerically significant subgroups showed fairly similar but slightly more heterogeneous outcomes than on the ELA performance test, with socio-economically disadvantaged students performing only slightly better than the resident schools median.

Schoolwide and subgroup results are summarized in the table below:

SBA Mathematics, 2018 Administration % of Students who Met or Exceeded Standard			
	University Prep Value	Resident Schools median	LAUSD
All Students	18.27	13.01	31.32
Socioeconomically Disadvantaged	16.84	-	-
Latino	13.33	-	-

Source: LAUSD Office of Data and Accountability



Source: CAASPP website

Challenges in mathematics education. In the first administration of the Smarter Balanced Mathematics Assessment, 18.27% of University Prep Value eleventh-graders met or exceeded the math standards. Although this is higher than the resident schools, the low percentage of students likely to be ready for college mathematics represents a challenge and an area for growth. University Prep Value will meet that challenge with strategies directed to both students and teachers.

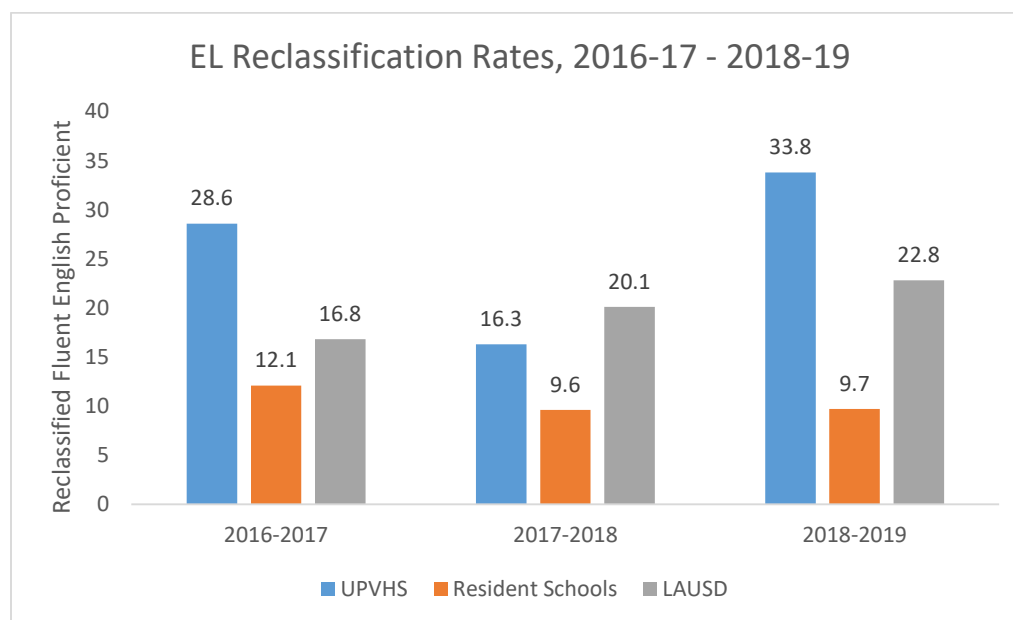
In addition to weekly attention to grades, motivation and learning strategies during all students' advisory periods, student-centered strategies include: (a) twice-weekly after-school tutoring by math department faculty for students whose grades drop below a C-minus; (b) SBA bootcamp for students who nearly meet the standard on the NWEA math assessment (c) a new Math Aide for students in Integrated Math 3; and (d) summer school math remediation classes.

Teacher-centered strategies include: (a) highly qualified Mathematics teachers; (b) personal coaching on instruction and assessment by CPM Educational Program (CPM), the creator of the

Integrated Mathematics curriculum; (c) regular teacher professional development activities with particular attention to how to differentiate math instruction; (d) a common preparation period for math teachers to co-plan and cross-plan to ensure integration across math levels and; (e) periodic CMO-wide sessions at which Value Schools mathematics faculty share best practices and bring in outside teacher professional development resources as needed.

English Learner progress and reclassification

From its first measurable year, University Prep Value has demonstrated a high reclassification rate. In the most recent year for which figures are available, University Prep Value's EL reclassification rate was higher than in each of the thirty resident schools with which it is compared, and more than 24 percentage points higher than the resident school median.



Source: LAUSD Office of Data and Accountability

Graduation and post-secondary education

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

Graduation rate. University Prep Value has not been operating long enough to calculate a cohort graduation rate for comparison with other schools. In 2019, 100% of UPVHS's first senior class earned a diploma.

College readiness and admission data. University Prep Value makes substantial efforts to ensure that students can acquire the number and type of course credits they need to enter a four-year university in the California state system. 2019 was the first year in which those efforts could be

judged. In that year, 86% of UPVHS graduates successfully completed the “A-G” requirements for admission to the University of California with a grade of “C-minus” or better.

The emphasis on college readiness pays off in the acceptance rate to a wide range of four-year institutions of higher learning as seen in the tables that follow:

2019 University Prep Value Graduates Accepted to Four-Year College or University		
	N	% accepted
All Students	112	86.0
Socioeconomically Disadvantaged/ Low Income Students	91	76.7
Students with Disabilities	13	69.0
English Learners	12	33.3

Source: Internal University Prep Value records

2019 University Prep Value Acceptances to Four-Year Colleges or Universities		
Institution Type	No. of acceptances	No. of schools
University of California	42	9
California State or Polytechnic University	207	19
Private/other	32	11
Total	281	39

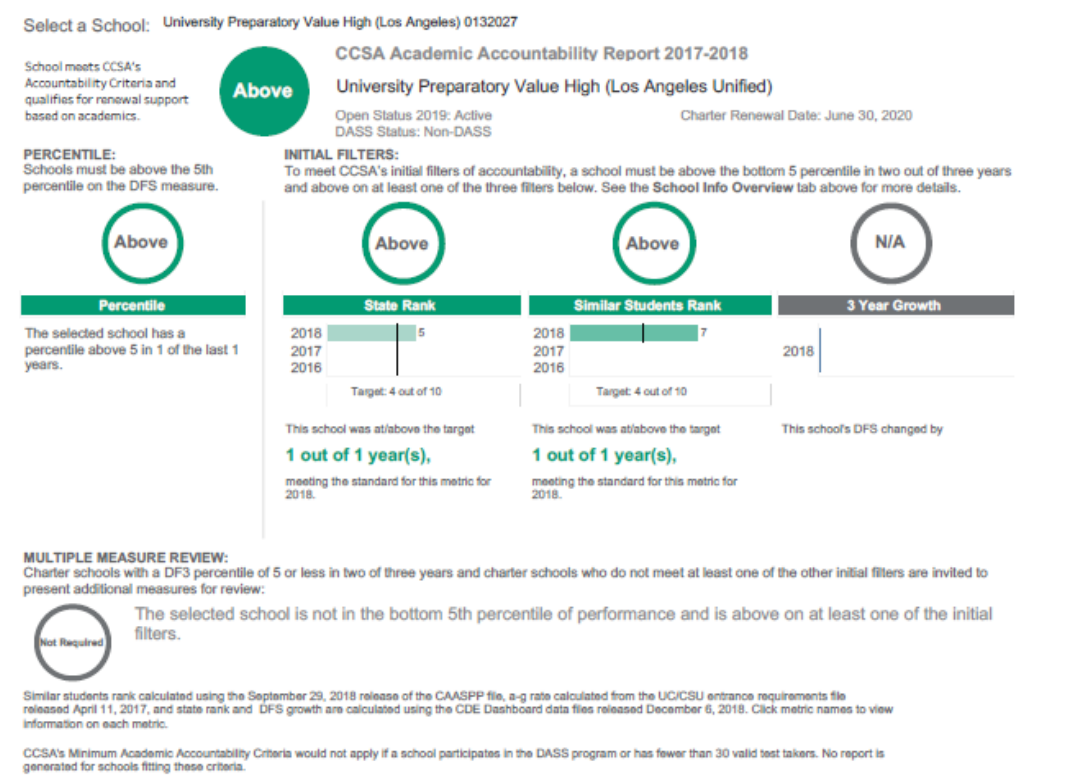
Source: Internal University Prep Value records

Summary

On the 2017-2018 SBA in English Language Arts, 61.54% of University Prep Value's students met or exceeded the performance standards, as compared to the median of 38.52% for resident schools. In Math, 18.27% of University Prep Value's students met or exceeded the performance standards, as compared to the median of 13.01% for resident schools.

University Prep Value reclassifies its English Learners at a higher rate than resident comparison schools. In the 2016-2017 and 2017-2018 school years, its reclassification rate substantially exceeded the resident school medians, by more than 24 percentage points in the most recent year reported. Its college-going culture of academic excellence leads to high rates of readiness to enter universities and correspondingly high rates of acceptance.

University Prep Value also meets the accountability criteria used by the California Charter Schools Association (CCSA) and has qualified for CCSA's support for renewal based on academic factors that include CAASPP results, A-G completion rate, state rank and CDE Dashboard metrics, as shown below.



Goals and Philosophy

Mission of University Preparatory Value High School

University Prep Value's mission is to facilitate the learning of high-school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values.

The core values around which University Prep Value is built, discussed at more length in the description of Instructional Design below, are:

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

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

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

University Prep Value's vision of an educated person in the 21st century is an individual who is able to make a positive difference in the world by thoroughly understanding and internalizing five core values. These individuals demonstrate a desire to:

- actively seek to continue to learn throughout their entire lives, especially through college and specialty career education;
- have both the basic knowledge and skills that all persons can acquire and the refinement of those special talents that each person possesses;
- respect every person and work to promote the dignity of each person;
- work in cooperation with others to achieve more than they could on their own; and
- use what they have learned to contribute to society through employment, civic participation, family life, and community service.

The desire to continue through college and career education can only be realized if the student is well prepared to do so. At the most basic level, college readiness may be defined as having acquired, by the end of high school, the knowledge and skills needed to be admitted to and succeed in credit-bearing, first-year courses at a postsecondary institution.¹ That is, readiness can mean the ability to gain admission to a two- or four-year college or university or a trade or technical school, without needing to take remedial courses once admitted. While not all rewarding careers require college, most require at least the skills and knowledge that college admission requires. Career advancement in virtually every field requires the ability to learn new skills, adapt to workplace changes, collaborate with others, and communicate clearly.

Value Schools honors the dignity of all work, but families choose University Prep Value in large measure because of its relentless focus on the importance of academic excellence to future success in U.S. society. University Prep Value strives to graduate scholars who have a solid foundation that will thoroughly prepare them for college work. At the same time, University Prep Value exposes students to information about a wide range of career paths in recognition of the changing face of work in the U.S. and teaches the non-cognitive skills they will need in any walk of life. In addition to general career education, UPVHS offers Career Technical Education pathways in Arts, Media, and Entertainment; Business and Finance; and Information and Communication Technologies.

University Prep Value recognizes that the college and career readiness of high school seniors depends on learning certain basic concepts but also on the practice of “academic behaviors” such as academic discipline, motivation, connectedness to school personnel, school attendance, and avoidance of risky behaviors. Habits of academic discipline (e.g., planning and organization, follow-through, and persistence on task despite difficulty or failure) are strong predictors of college and career readiness and are intentionally integrated into the University Prep Value approach. In view of the importance of those factors, University Prep Value focuses on the following knowledge and skills needed for 21st century America:

- academic excellence in English language arts, mathematics, science, and social studies;
- the ability to gather and evaluate information from a variety of sources, articulate ideas, and produce original works with confidence and clarity;
- skill in using technological tools effectively, creatively, and responsibly;

¹ Conley, D. T. (2007). *Redefining college readiness*, Volume 3. Eugene, OR: Educational Policy Improvement Center.

- higher order thinking skills of application, analysis, synthesis and evaluation;
- effective oral and written communication skills;
- the ability to work cooperatively toward a common goal;
- persistence when faced with challenging tasks; and
- noncognitive social and professional skills necessary for college and career success.

Technological fluency is crucial to lifelong learning. Each UPVHS student is assigned a personal computer upon enrollment and in the first year becomes conversant with computer applications encountered in many 21st-century settings, including word processing, spreadsheets, database management and information display programs. After the first year, students are encouraged to learn computer science principles, acquire coding skills, build websites, and apply their new skills to real-world projects. Many of them become skilled at higher-level applications by taking courses that develop information technology knowledge, such as Digital Media Arts or AP Computer Science.

UPVHS also devotes time across the curriculum to developing critical thinking and information literacy. Students must know not just how to use internet search engines but how to evaluate the information they retrieve. As the barriers to publishing fall, the ability to evaluate source credibility, research soundness and logic grows in importance for the educated person.

How Learning Best Occurs

Overview. Learning best occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals committed to the five core values on which the Value Schools are built. Critical to the development of lifelong learners is a school climate in which each student comes to adopt certain “academic mindsets” that drive their daily learning:

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.²

Students learn when they feel valued in a safe, nurturing community; when they are challenged to stretch to reach their potential; when competent instruction leads them to skill mastery, and when they see that the results of learning contribute to their own wellbeing and the good of the community. In University Prep Value’s targeted population (youth affected by factors that produce the achievement gap, such as ethnic minority status, language differences, socioeconomic disadvantage, and underperforming neighborhood schools), the intentional development of academic mindsets has been shown to be both crucial and achievable.³

² C.A. Farrington, M. Roderick, E. Allensworth, J. Nagaoka, T.S. Keyes, D.W. Johnson, & N.O. Beechum (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

³ *Id.* at 80, summarizing studies on academic mindsets and racial/ethnic achievement gap.

In short, the research on academic mindsets supports the centrality of University Prep Value's core values in facilitating learning.

Techniques. University Prep Value's teachers are guided by research findings in education and learning, particularly the meta-analyses of Robert Marzano,⁴ which identified nine instructional practices as particularly effective in raising student achievement:

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

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

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

Building on Marzano's principles and practices, University Prep Value teachers design lessons that incorporate the Universal Design for Learning (UDL) concepts of multi-modal representation, action and expression, and student engagement.⁵ In particular, teachers may engage learners and maintain their interest by:

- Providing multiple means of representations (e.g., video, audio, text, graphs);
- Providing multiple means of action and expression (e.g., exams, written assignments, oral and multimedia presentations, short quizzes); and
- Providing multiple means of engagement (e.g., active lectures, open discussion, Q&A sessions, peer-tutoring, and applied problem solving).

⁴ See, e.g., C.B. Dean & R.J. Marzano (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: ASCD.

⁵ D.H. Rose & A. Meyer (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. (V. A. Alexandria, Ed.).

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

University Prep Value's goals are best reflected in the Schoolwide Learner Outcomes (SLOs). University Prep Value High School students are:

1. Life-long self-directed learners who:
 - a. Take ownership of their education
 - b. Fulfill their potential by taking risks for the sake of growth
 - c. Set, prioritize, and pursue goals to achieve success
 - d. Think critically and analytically to expand knowledge and solve problems
 - e. Utilize and explore resources to maximize learning opportunities
 - f. Strive to enhance and maintain physical, mental, and emotional well-being
2. Effective communicators who:
 - a. Exercise critical and creative reading, writing, listening and speaking skills
 - b. Possess and demonstrate the language skills necessary to interact in a culturally rich society
 - c. Courageously engage in honest and dignified self-expression
 - d. Actively listen to understand the points of view and messages of others
 - e. Engage in peaceful and creative conflict avoidance and resolution
 - f. Think before they speak and take responsibility for their words
3. Collaborative individuals who:
 - a. Actively participate in a variety of leadership and supportive roles
 - b. Recognize, accept and exercise social responsibilities and civic duties
 - c. Celebrate the values of individuals from different cultures, backgrounds and abilities
 - d. Maintain and continue to pursue a high level of personal and academic integrity
 - e. Are responsible and accountable for their decisions that impact the environment and community
 - f. Enact a willingness to improve the lives of others in the world at large

Annual Goals

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

LCFF STATE PRIORITIES	
GOAL #1	
<p>Consistent with Values #1 and #2, all students will seek and achieve academic excellence in a broad range of studies, consistent with their individual gifts and potential.</p>	<p>Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 </p>
	<p>Local Priorities:</p> <p> <input checked="" type="checkbox"/>: Inculcate core values <input type="checkbox"/>: </p>
Specific Annual Actions to Achieve Goal	
<p>Outcome groups 1 and 2 (Excellence in basic services and implementation of content and performance standards)</p> <ul style="list-style-type: none"> Recruit and retain highly qualified teachers and administrators. Assign teachers to courses they are well qualified to teach. Provide onsite teacher professional development. Encourage and allocate funds for off-site professional development. Provide special education contract instructors as needed in addition to Option 3 encroachment fee. Purchase standards-aligned curricular materials for all students in standards-based courses. Annually review curricular materials for efficacy and alignment with current standards. <p>Outcome group 3 (Excellence in pupil achievement, Mathematics)</p> <ul style="list-style-type: none"> Use integrated curriculum and math aid to improve mathematics learning. Purchase appropriate materials, supplies and educational software to reinforce and extend mathematics curriculum. <p>Outcome group 4 (Excellence in pupil achievement, English Language Arts)</p> <ul style="list-style-type: none"> Implement a schoolwide literacy plan. Annually evaluate English Learner Master Plan and revise as needed. Implement research-based ELD program. Use co-teaching strategy for English Learners to expedite development of fluency and reclassification. <p>Outcome group 5 (Pupil achievement; broad course of study; implementing Value #2 by developing student potential)</p> <ul style="list-style-type: none"> Monitor student progress toward graduation and completion of UC A-G requirements. Meet with parents and students after each semester grading period to ensure student is on track to graduate. Provide credit recovery opportunities for all students who need them. 	

- Offer as many Honors and Advanced Placement courses as warranted by enrollment, in a broad range of subject areas including mathematics, English, history/social studies, art and design.
- Counsel students and parents on the advantage of challenging courses and encourage students to develop their potential by taking higher level courses whenever possible.
- Provide multiple methods/opportunities for students to prepare for SAT/ACT.
- Employ college counselors sufficient to provide individual guidance for all students.
- Allocate funds for Naviance or similar college-preparation software or services.
- Hold multiple informational events for parents to encourage college applications (e.g., college application instruction, college selection assistance, financial aid explanations)
- Offer each student the opportunity to go on college tours each school year.

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	60%	62%	64%	65%	66%	67%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	18%	2% increase above baseline	4% increase above baseline	6% increase above baseline	7% increase above baseline	8% increase above baseline
English Learners	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	18%	2% increase above baseline	4% increase above baseline	6% increase above baseline	7% increase above baseline	8% increase above baseline

Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Outcome #3b: All student groups will grow in understanding of mathematics concepts and how to use them. Metric/Method for Measuring: % of students at or above grade level on the NWEA in Math						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	49%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	12%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	49%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	20%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Outcome #3c: Students will demonstrate growth in their mathematical knowledge and skills. Metric/Method for Measuring: % of students who increase their NWEA RIT score in Math						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	60%	3% increase above baseline	6% increase above baseline	9% increase above baseline	11% increase above baseline	13% increase above baseline
English Learners	70%	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline
Socioecon. Disadv./Low Income Students	60%	3% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline	12% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	65%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

Outcome #4a: Students will improve their ability to understand, read and use the English language.
Metric/Method for Measuring: % of students who meet or exceed the standard on state-mandated assessment of English Language Arts (SBA)

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	61%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
English Learners	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	61%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	5%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #4b: All student groups will improve their performance in English Language Arts.
Metric/Method for Measuring: % of students at or above grade level on the NWEA in Reading

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	40%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	2%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	43%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #4c: Students will show significant growth in their ability to understand and use English.
Metric/Method for Measuring: % of students who increase their NWEA RIT score in Reading

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
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All Students (Schoolwide)	60%	3% increase above baseline	6% increase above baseline	9% increase above baseline	12% increase above baseline	14% increase above baseline
English Learners	70%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	60%	3.5% increase above baseline	7% increase above baseline	10% increase above baseline	13% increase above baseline	16% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	65%	2.5% increase above baseline	5% increase above baseline	7.5% increase above baseline	10% increase above baseline	12% increase above baseline

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

Metric/Method for Measuring: EL reclassification rate

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	28%	30%	30%	30%	30%	30%
Socioecon. Disadv./Low Income Students	28%	30%	30%	30%	30%	30%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

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

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

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	57%	58%	59%	60%	61%	62%
English Learners	6%	7%	8%	9%	10%	11%
Socioecon. Disadv./Low Income Students	39%	40%	41%	42%	43%	44%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	25%	26%	27%	28%	29%	30%

Outcome #5b: University Prep Value students will be prepared for higher education.

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

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	18%	19%	20%	21%	22%	23%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	18%	19%	20%	21%	22%	23%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #5c: University Prep Value will maintain a high graduation rate.

Metric/Method for Measuring: Graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners	95%	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	95%	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	95%	95%	95%	95%	95%	95%

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

Metric/Method for Measuring: A-G completion statistics

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	74%	75%	76%	77%	78%	80%
English Learners	60%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	74%	75%	76%	77%	78%	80%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	60%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #5e: At least 70% of students will realize their potential by achieving acceptance to a four-year institution of higher learning.

Metric/Method for Measuring: % of graduating students admitted to a four-year college or university

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	70%	71%	72%	73%	74%	75%
English Learners	60%	2%	4%	6%	7%	8%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
Socioecon. Disadv./Low Income Students	70%	71%	72%	73%	74%	75%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	60%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

GOAL #2

Consistent with Values 3, 4, and 5, University Prep Value will maintain a safe, nurturing school community that respects the uniqueness and dignity of all persons and that develops enthusiastic, lifelong contributors to a healthy and cooperative world.

Related State Priorities:

- ☒ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☒: Inculcate core values
☐:

Specific Annual Actions to Achieve Goal

Outcome group 1 (Consistent with Value #3, respectfully engaging parents and students as unique individuals encourages regular attendance and enthusiastic participation in the school community.)

- *Hold professional development sessions on "Teaching the Values," emphasizing a culture of respect.*
- *Convene each class level weekly in a "Community Time" session designed to build community, reinforce the core values, and resolve differences constructively.*
- *Hold a senior retreat moderated by staff trained to reinforce community values of respect, individuality, and trust.*
- *Hold regular Parent/Student/Advisor conferences to keep parents involved in students' education and emphasize importance of regular attendance.*
- *Engage the services of Value Schools' attendance intervention specialist to help families overcome obstacles to regular attendance.*

Outcome group 2 (Consistent with Value #4, a safe, nurturing community facilitates academic success and develops good citizens.)

- *Employ staff (e.g., security guard, custodian) and technology (e.g., alarm system) sufficient to keep school safe and clean.*
- *Regularly maintain school facilities, including classrooms, furniture, equipment and vehicles.*
- *Provide well-balanced, appetizing meals for students.*

Outcome group 3 (Consistent with Value #5, modeling a culture of “giving back” encourages students, parents, and others to contribute meaningfully to the school and to the wider community.)

- *Allocate funds to organize and support student activities such as leadership council, clubs and athletics.*
- *Organize and support community service activities such as neighborhood cleanups, Heal the Bay, and charity fundraisers.*

Expected Annual Measurable Outcomes

Outcome #1a: University Prep Value will decrease chronic absenteeism.

Metric/Method for Measuring: Chronic absenteeism rate as reported on the CDE School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	10%	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline
English Learners	5%	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline
Socioecon. Disadv./Low Income Students	10%	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	5%	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline	1% decrease below baseline

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

Metric/Method for Measuring: Suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	2%	1.5%	1.5%	1.5%	1.5%	1.5%
English Learners	1%	<1.0%	<1.0%	<1.0%	<1.0%	<1.0%
Socioecon. Disadv./Low Income Students	2%	1.5%	1.5%	1.5%	1.5%	1.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	1%	1%	1%	1%	1%	1%

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

Metric/Method for Measuring: Positive responses to a cluster of 5 Likert-scale questions on the anonymous Value Schools Climate Survey administered to all grade levels.

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
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All Students (Schoolwide)	68%	2% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline	7% increase above baseline
Outcome #2b: Parents will feel that their children are in a safe, nurturing school community. Metric/Method for Measuring: Positive responses to a cluster of 14 Likert-scale questions on University Prep Value survey of all parents.						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Parents	80%	82%	84%	84%	84%	84%
Outcome #2c: Parents will contribute to a safe, nurturing school community that encourages academic excellence. Metric/Method for Measuring: % of parents who attended at Student/Parent/Advisory meetings as tracked by sign-in sheets.						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
Outcome #3: University Prep Value will encourage students to demonstrate Value #5 by serving the community. Metric/Method for Measuring: Value Schools Climate Survey administered to all grade levels; % of students who report being encouraged to participate in community service activities						
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	70%	2% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline	7% increase above baseline

Instructional Design

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

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

An Emphasis on Values

Since the 1990s, research has shown that low-income and minority students thrive in schools that share key characteristics with academically successful parochial schools serving the same demographic. Those characteristics include a focused curriculum, an emphasis on academics, and direct management by the principal. The most important factor, though, is that parents and faculty share a set of core beliefs and values; this common ground generates an extra “social

capital” propelling student achievement.⁶ Therefore, these benefits could be achieved in non-religious schools, including those in distressed urban environments, with a commitment to building a positive school culture based on relational trust.⁷

Schools that create a culture that purposefully emphasizes moral development have higher achievement levels.⁸ Successful schools can differ on many variables yet all foster academic success if they share certain traits: a belief that culture determines outcomes; a culture that is nurturing but demanding; a culture committed to student success; and a culture of people, principles and purpose. The effectiveness of this sort of school community has been borne out in schools of many types, including charter schools using an approach similar to the Value Schools model embodied by University Prep Value:

- A curriculum closely aligned with Common Core standards.
- Instructional methods that emphasize student interaction, critical thinking and collaboration.
- A focus on building a school culture that emphasizes high-quality work, student character, and citizenship.
- Frequent student assessment against learning targets using achievement data.
- Supports for focusing school leadership on student achievement, the use of assessment and other data, and shaping school structures to student needs.⁹

In the Value Schools model, what energizes and binds the charter school community such as that at University Prep Value is a common “worldview.” It is reflected in the five values that form the core of Value Schools’ educational model, mentioned above but set out in more detail here:

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

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

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

Each person is different, but each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop the whole range of human talents to the

⁶ A.S. Bryk, V.E. Lee, & P.B. Holland (1993). *Catholic schools and the common good*. Cambridge, MA: Harvard University Press.

⁷ A.S. Bryk & B. Schneider (2003). *Trust in schools: A core resource for school reform*. Educational Leadership, Vol. 60, No. 6 (longitudinal study of 400 Chicago elementary schools showing role of relational trust in building effective education communities).

⁸ S.C. Carter (2011). *On purpose: How great school cultures form strong character*. Thousand Oaks, CA: Corwin.

⁹ I. Nichols-Barrer & J. Haimson (2013). *Impacts of five Expeditionary Learning middle schools on academic achievement*. Cambridge, MA: Mathematica Policy Research.

maximum extent possible. Schools have the responsibility of assisting parents and the students to identify areas of special talent and, at the same time, guiding students so that no area of learning is neglected.

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

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

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

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

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

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

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

Accountability for Results

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

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

This approach to the learning process is not unique to Value Schools; in fact, it is increasingly being adopted by the educational community. Value Schools is different, at least at present, in

that it focuses its teachers' attention on student learning performance and compensates (i.e., rewards and continues to employ) its teachers and administrators for success in student learning.

Factors for Success

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

- *Select the right educators.*

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

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

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

- *Focus the curriculum on students as individuals.*

A standards-based curriculum focuses on what students know, not what teachers teach. Teaching may be a group activity; learning is done person-by-person. Student-focused learning requires teachers to provide learning activities and tasks suited to individual needs. Some learning activities may occur individually, some in small groups and some in large groups. At University Prep Value High School, teachers employ differentiated instruction and assessment strategies to focus on each individual student.

- *Use research-based instructional materials.*

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

- *Supervise teachers.*

The success of the program relies on the commitment and professionalism of the teacher to facilitate student learning. In the Value Schools model, teachers are not simply trusted to be professional. Lead teachers, the assistant principal, and principal supervise the teaching that

takes place at University Prep Value. Supervision is not limited to coaching teachers on different methodologies; it is also assisting teachers in understanding the standards and interpreting assessments. Other levels of supervision and guidance are provided through peer observations and reflective debriefings, as well discussions of best practices.

- *Foster the growth of the educators.*

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

“Teaching” the Values

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

“Persistent communication” means that the values are heard or read by the students frequently, with all stakeholders integrating the values throughout the school day. In fact, the first communication usually occurs even before the first school day. When their students first register at University Prep Value High School, parents are invited to meet with a school administrator who uses the five values as a framework for explaining the school’s expectations for the family and what the family can expect of University Prep Value. For example, the family is told that regular attendance is essential because of Value 1 – that achieving academic excellence is the means to a full and complete life, and a student with poor attendance will not be successful in school. Parents are encouraged to commit to supporting the values by signing a Parent Pledge in the Parent/Student Handbook. (As described in Element 8, the pledge is entirely voluntary and unrelated to admission or continued enrollment.)

While the values are integrated into all facets of student life, they are also an explicit focus in three required classes – Freshman Seminar, Sophomore Seminar and Senior Seminar. These discussions provide a context for the various academic and non-academic activities and interventions throughout their UPVHS experience. For example, as their high school careers progress, students struggling to reach their potential in class might be asked by a teacher to meet outside class during office hours, with remediation occurring in the context of a discussion of Value 2. Rather than merely assigning remedial work for students to do alone, teachers use this time to build relationships with students; together they search for the best approach to maximize each student’s potential. These explicit communications also help to build the safe, nurturing school community that Value 4 contemplates.

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

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

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

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

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

Summary of Instructional Methods and Strategies

University Prep Value’s instructional program is grounded in the five values and focused on student needs. It employs a continuous cycle of determining baseline performance in the context of learning standards, selecting appropriate instructional materials and strategies, executing those strategies and analyzing the results. This cyclical approach to instruction is supported by the selection of the principal and teachers, assessment and planning, supervision of teachers, professional development, focus on individual students, and research-based instructional materials.

With appropriate assistance and oversight from school administrators and mentors, teachers assess the learning strengths and needs of their students, select appropriate materials, and differentiate their instruction to lead each student to mastery of the curriculum. If the chosen

methods and materials are not successful, responsibility for adapting or replacing them is immediate and local.

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

Curriculum and Instruction

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

A comprehensive course list follows.

COURSE LIST

English Language Arts

English 9/English 9 Honors

Core/College Preparatory, 2 semesters

UC-approved (B)

Prerequisite for Honors: Reading Placement on NWEA

Textbook: Pearson's *Common Core English Literature 9*

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

English 10/English 10 Honors

Core/College Preparatory, 2 semesters

UC-approved (B)

Prerequisite: English 9; Teacher Recommendation for Honors

Textbook: Pearson's *Common Core English Literature 10*

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

English 11/English 11 Honors

Core/College Preparatory, 2 semesters

UC-approved (B)

Prerequisite: English 10; Teacher Recommendation for Honors

Textbook: Prentice Hall's *Literature: The American Experience*

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

CSU Expository Reading and Writing Course (ERWC)

Core/College Preparatory, 2 semesters

UC-approved (B)

Prerequisite: passing grade in English 11; open to Seniors only.

Textbook: *Expository Reading and Writing Course Student Reader*

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

to use an independent examination process when reading unfamiliar texts and writing in response to them.

AP English Language and Composition

Core/College Preparatory, 2 semesters

UC-approved (B)

Prerequisite: Teacher recommendation; grade of “C” or better in English 10/10H; open to Juniors only; placement essay required.

Textbooks: Pearson’s *Writing America: Language and Composition, Everything’s an Argument*, 7th ed., A. Lunsford and J. Ruskewicz

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

AP English Literature and Composition

Core/College Preparatory, 2 semesters

UC-approved (B)

Prerequisite: Teacher recommendation; grade of “C” or better in English 11/11H; open to Seniors only; SBA ELA score of 3 or better, placement essay required.

Textbooks: Pearson’s AP Edition *Literature: An Introduction to Reading and Writing, Crime and Punishment, Frankenstein, King Lear, One Flew Over the Cuckoo’s Nest, A Raisin in the Sun*

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

English Enrichment

Non-core/Required for certain students, 2 semesters

ELD class

Prerequisite: None

Textbooks: *High Point* series (A. Schifini et al., Nat Geo Pub.), *English 3-D* (Houghton Mifflin Harcourt)

Designed for English Learners, this class allows students to continue their English language development. Targeted instructional routines for vocabulary, writing, speaking, and listening help English Learners master the Common Core State Standards. By completing the reading and

writing assignments, and through in-depth feedback, students will become empowered, independent learners with the skills and knowledge to succeed throughout high school and college.

Mathematics

Integrated Math 1/Honors Integrated Math 1

Core/College Preparatory, 2 Semesters.

UC-approved (C)

Prerequisite: Honors requires math placement and teacher recommendation

Textbook: CPM's *Core Connections Integrated 1*

Integrated Math 1 is the first course of a three-course sequence including Integrated Math 1, Integrated Math 2, and Integrated Math 3. Integrated Math 1 satisfies the California Common Core Standards and is intended primarily for students in the ninth grade. Integrated Math 1 builds and strengthens students' conceptual knowledge of functions, linear functions, transformations and solving, modeling two- variable data, sequences, systems of equations, congruence and coordinate geometry, exponential functions, inequalities, functions and data, constructions and closure.

Integrated Math 2/Honors Integrated Math 2

Core/College Preparatory, 2 Semesters

UC-approved (C)

Prerequisite: Integrated Math 1 or equivalent; Teacher Recommendation for Honors

Textbook: CPM's *Core Connections Integrated 2*

Integrated Math 2 is the second of a three-year integrated math sequence that will help students see the relationships between algebra, geometry, and statistics. This class completes the geometry curriculum in the first semester, and then completes the second semester of algebra. The geometry portion of this class includes similarity, polygons, circles, areas, volumes, and an introduction to right triangle trigonometry. The algebra portion includes an introduction to functions, imaginary numbers, higher order polynomials, graphing of functions, and irrational expressions.

Integrated Math 3/Honors Integrated Math 3

Core/College Preparatory, 2 Semesters

UC-approved (C)

Prerequisite: Integrated Math 1 and 2 or equivalent; Teacher Recommendation for Honors

Textbook: CPM's *Core Connections Integrated 3*

Integrated Math 3 is the third course of a three course sequence that includes Integrated Math 1, 2, and 3. This course uses a problem--centered approach and is integrated with the other core content courses including English, science, and social science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra I, Geometry, Algebra II, and Statistics at an

intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

Precalculus

Core/College Preparatory, 2 semesters

UC-approved (C)

Prerequisite: A grade of C- or better in Integrated Math 3

Textbook: Pearson's *Precalculus: Graphical, Numerical, Algebraic--Common Core* by Demana and Waits, 10th edition

The focus of the course will be on problem solving using mathematical models to represent real world situations. Students will solve the real world problems involving the laws of sines and cosines. Students will derive equations for conic sections from the definition of foci and by completing the square. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors, representing them geometrically and performing operations with them. The standards in this Pre-Calculus course cover the following conceptual categories: Functions, Number and Quantity, Algebra and Geometry. The standards assure the implementation of the eight mathematical practices including reasoning abstractly/ quantitatively, constructing viable arguments, modeling with mathematics, analyzing the structure of algebraic problems, and persevering in solving them. This course content provides rich instructional experiences for students and helps them to succeed beyond high school and compete in the 21st century job market.

AP Calculus AB

Core/College Preparatory, 2 semesters

UC-approved (C)

Prerequisite: Integrated Math 3 and/or Precalculus with teacher recommendation

Textbook: Pearson's *Calculus* by Sullivan and Miranda, 2nd edition

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

implicit differentiation to find the derivative of an inverse function, integration, applications of integration, geometric interpretation of differential equations via slope fields, and L'Hopital's rule.

Business Mathematics

Core/College Preparatory, 2 semesters

UC-approved (G)

Prerequisite: Open to Seniors only

Textbook: McGraw-Hill's *Mathematics for Business and Personal Finance*

Business math focuses on mathematical skills used in everyday life with the goal of developing intelligent consumers. The practical applications of mathematics are studied using real world situations. Personal finances are emphasized through the study of personal earnings, the elements of business, credit and investments. Concepts such as compound interest and maximizing profit will connect to mathematical skills such as using exponents and analyzing quadratics. This course will also introduce students to basic principles of the Accounting function in a business context including: definition of basic Business and Accounting terminology; introduction to the double entry system of Accounting, recording, processing, and reporting daily business transactions and events; management of banking, petty cash, payroll, and income taxation.

Math Enrichment

Non-core/Required for certain students, 2 semesters

Prerequisite: None

Textbooks: CPM's *Core Connections Integrated 1*, CPM's *Core Connections Integrated 2*

Math Enrichment is a course designed for students who need additional math support, depending upon the specific needs of each student. Students receive direct instruction and guided practice to reinforce concepts covered in their primary college preparatory math class. This course is fully aligned to the Common Core State Standards in mathematics, and it intends to teach students to value mathematics and to become confident in their ability to do mathematics through a blended curriculum. Problems are introduced which cause students to review various strands of their primary math curriculum, thereby highlighting the connections among different topics.

History/Social Science

World History

Core/College Preparatory, 2 semesters

UC-approved (A)

Prerequisite: None

Textbook: McGraw Hill's *World: History and Geography*

This intensive year-long course covers modern world history, focusing on the development of western civilization and nations, and their relationship to the development and foreign policy of the United States. Students will comprehend how cultural patterns, political institutions, and

genetic diversity of today are directly related to the past. Students will study and examine the changing geographic lines of countries and nation-states as impacted by war and influenced by ruling governments. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues.

AP World History

Core/College Preparatory, 2 semesters

UC-approved (A)

Prerequisite: Grade of B or better in English 9 and Teacher Recommendation

Textbook: McGraw Hill's *Traditions & Encounters: A Global Perspective on the Past*

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

United States History

Core/College Preparatory, 2 semesters

UC-approved (A)

Prerequisite: English 10 and World History

Textbook: Pearson's *America's History*

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

AP United States History

Core/College Preparatory, 2 semesters

UC-approved (A)

Prerequisite: Grade of B or better in English 10, World History & Teacher Recommendation

Textbook: Pearson's *America's History*

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

United States Government and Politics

Core/College Preparatory, 1 semester

UC-approved (A)

Prerequisite: Open to Seniors only.

Textbook: Pearson's *Government in America: People, Politics, and Policy*

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

AP United States Government and Politics

Core/College Preparatory, 1 semester

UC-approved (A)

Prerequisite: Open to Seniors only; Grade B or better in US History & Teacher Recommendation

Textbook: Pearson's *Government in America: People, Politics, and Policy*, AP Edition

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

Business Economics: Entrepreneurship

Core/College Preparatory, 1 semester

UC-approved (G)

Prerequisite: Open to Seniors only

Textbook: McGraw Hill's *Economic Principles: A Business Perspective*

This competency-based course is designed to introduce Economics by developing an awareness of the key concepts involved in business ownership. The students will learn about effective decision-making as it applies to business entrepreneurship. Instruction also includes theories of microeconomics and macroeconomics - supply and demand, pricing and marketing, the Federal Reserve System, international economics and the differences among other economic systems used throughout the world today. The overall objective of this class is for students to acquire a strong foundation of knowledge of entrepreneurship at a professional level and to prepare them for university coursework or a career path in business. This course is designed to integrate core academic content with project based learning opportunities to deepen the students' knowledge and create opportunities for meaningful learning that includes critical thinking and creativity. In addition, the competencies in this course are aligned with the Common Core State Standards and the California Career Technical Education Model Curriculum Standards.

Laboratory Science

Biology/Honors Biology

Core/College Preparatory, 2 semesters

UC-approved (D), but not as an Honors course

Prerequisite for the Honors Biology: Teacher's recommendation and Math Placement

Textbook: Miller & Levine's *Biology: Foundation Edition*

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

AP Biology

Core/College Preparatory, 2 semesters

UC-approved (D)

Prerequisite: Biology and Integrated Math 1 and 2

Textbook: Pearson's *Campbell Biology*, AP Edition

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas that encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. These are: (1) The

process of evolution explains the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological systems interact, and these systems and their interactions possess complex properties.

Chemistry/Honors Chemistry

Core/College Preparatory, 2 semesters

UC-approved (D) for both

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

Textbook: McGraw Hill's *California Inspire Chemistry*

This course is based on the Chemistry in the Community course developed by the American Chemical Society. The course explores chemistry as it relates to household, local, and global environments. Chemistry is a laboratory science that allows students to understand concepts using a hands-on approach. Students are expected to follow scientific methods when performing laboratories and completing lab reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

Environmental Science

Core/College Preparatory, 2 semesters

UC-approved (D)

Prerequisite: Open to Seniors Only

Textbook: Bedford, Freeman, & Worth's *Environmental Science* by Friedland and Relyea, 2nd edition

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

AP Environmental Science

Core/College Preparatory, 2 semesters

UC-approved (D)

Prerequisite: Open to Seniors Only; Grade of B or better in Math 2 & Teacher Recommendation

Textbook: Bedford, Freeman, & Worth's *Environmental Science* by Friedland and Relyea, AP Edition

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.

World Languages Other than English

Spanish 1

Core/College Preparatory, 2 semesters

UC-approved (E)

Prerequisite: None

Textbook: Vista Higher Learning's *Descubre 1*

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

Spanish 2

Core/College Preparatory, 2 semesters

UC-approved (E)

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

Textbook: Vista Higher Learning's *Descubre 2*

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

Spanish 3

Core/College Preparatory, 2 semesters

UC-approved (E)

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

Textbook: Vista Higher Learning's *Descubre 3*

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

AP Spanish Language and Culture

Core/College Preparatory, 2 semesters

UC-approved (E)

Prerequisite: B or better in Spanish 3 and/or Teacher recommendation and/or Placement Test

Textbook: Vista Higher Learning's *Temas: AP Spanish Language and Culture*

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

Visual and Performing Arts

Studio Art

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: None

Textbook: Davis Publications' *The Visual Experience* by Hobbs, Salome, and Vieth, 3rd Edition

Studio Art is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop fundamental skills in the areas of drawing, painting, sculpture and design. This course will prepare them for more advanced study in the areas of drawing and painting, illustration, animation, digital and mixed media arts. This class is project based and hands on. Students show what they have learned by making successful artworks, and learning the process of academic language, and evaluation utilizing the Elements and Principle of Art Making, i.e., "What makes a successful work of Art?"

Intro to Dance

Core/College Preparatory, 1 Semester

UC-approved (F)

Prerequisite: None

Textbook: *History of Dance* by Gayle Kassing

Students in Dance will be introduced to a variety of forms of dance (ballet, jazz, modern, hip-hop, salsa, etc.) Students will learn the fundamentals of dance, aerobics, fitness, core strengthening exercises, and choreography. Students will also learn about influential choreographers, dance styles and performers from around the world, and nutrition/health. Additionally students will engage in several performance tasks throughout the year.

Advanced Dance

Core/College Preparatory, 1 Semester

UC-approved (F)

Prerequisite: Intro to Dance

Textbook: *History of Dance* by Gayle Kassing

Advanced Dance is a class designed for students who have completed Intro to Dance and who are determined to excel in different dance genres. Students will have the opportunity to see performances and respond critically through both writing and discussion. This course is an advanced level dance class where students will demonstrate mastery in numerous styles of dance and technique, create works of art through choreography projects and perform in numerous concerts and events. This course is a continuation of their dance education that will increase their knowledge of dance terminology while exposing them to multiple genres. Students will have opportunities to perform student and professionally choreographed works in front of a variety of audiences on our campus and in the community. They will apply dance techniques previously learned and learn new techniques. The genres of contemporary, ballet, jazz, tap, and cultural/traditional dance forms will be taught, created and learned. At the end of the semester, students will participate in a group choreography project where they will be required to keep a portfolio, documenting their work in dance notation and designing their dance piece for the stage.

Cinema and Media Studies

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: None

Textbook: *A History of Narrative Film* by David Cook, *Story: Substance, Structure, Style and the Principles of Screenwriting* by Robert McKee

Cinema and Media Studies introduces students to the academic study and production of electronic media. Through the investigation of the artistic, ideological, technological, and industrial structures within the discipline, students will develop their skills as critical creators and analyzers of visual texts, cultivate an academic sense of curiosity, skepticism, exploration, and experimentation with regards to electronic media, develop abilities to generate ideas, make claims, and support those claims about visual media in well-structured writing, and foster

an appreciation of the diversity of culturally specific communication styles that manifest themselves in electronic media. Students will engage critically and analytically with the industrial, cultural, and aesthetic history of electronic media (film, radio, television, and video games) while developing their skills as creators of visual texts. Each unit within the course attempts to answer two or three essential questions in pursuit of preparing students to master the National Core Arts Standards and the Visual and Performing Arts Content Standards for California Public Schools. Those essential questions help students develop film literacy and fluency in visual media by requiring them to process, analyze, and respond to sensory information through the language and skills unique to the visual arts, create works of art in a visual medium, understand the cultural and historical dimensions of visual art, make judgements of works of art, and apply what they have learned to careers within the world of visual art. The National Core Arts Standards serve as the basis for the development of those essential questions and the philosophic foundations of the course.

Digital Media Arts

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: None

Textbook/Materials: Adobe Photoshop and Illustrator, *Marketing Essentials: The DECA Connection*

This course is an introductory course in providing students with the technical skills and tools necessary for careers in digital media including creative digital design and Internet publishing. The curriculum will be guided around meeting the introductory skills necessary to be successful in their pathway choice. The course will include Microsoft Office skills included in the word processing, spreadsheet, and multimedia applications. The course addresses basic technology and equipment troubleshooting, basic hardware literacy along with file directory organization and management. Coursework to include experience with the following Adobe CC applications: Photoshop, Illustrator, and Animate. This portion of the curriculum will guide students in the introductory skills of media arts. Through Photoshop students will be introduced to selecting and isolating objects, creating image composites, masking and vignetting images, setting typography, and improving images with retouching and effects. Illustrator skills taught include line art, logos, vector graphics and quick page layouts, as well as, tricks and time efficient techniques. With Animate, students will be able to explore animation, drawing tools, and the basics of ActionScript programming to create interactive experiences. Students will publish original writings accompanied with visuals created by one of the Adobe applications. Upon completion of this course, students will be qualified and have the necessary tools to advance within their chosen pathways.

Digital Media Arts and Graphic Design

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: Studio Art

Textbook/Materials: Adobe Suite with Photoshop and Illustrator

Digital Media Arts and Design is a creative, Fine Art course in the *Design, Visual, and Media Arts* CTE Pathway in which students will explore the technical, theoretical, and cultural elements of art and design created in the digital realm. The class is structured around completion of digital media arts applications that synthesize and demonstrate learning from the course of study, and that incorporate themes and topics explored in other fine art courses. This course emphasizes the theories and elements of art and the principles of design, and the use of technologies in graphic design to inform, persuade, and entertain. Using the industry standard programs, *Adobe Photoshop, iDesign, and Illustrator*, students will gain hands-on experience creating unique digital graphic designs for editorial, commercial, and fine-art purposes and will create a final website portfolio showcasing their designs. The *Elements of Art and Principles of Design* will be reviewed and applied to all creative projects. Students will learn the proper editing and image sizing techniques and digital workflow that is crucial to being part of a creative design team. Through real-world projects and design competitions, group design challenges, creative and expressive fine art projects, and portfolio development, students will learn to apply their technical skills in ways that are relevant to their unique interests and career goals. This course will help prepare students for careers, internships, and college programs in specializations such as *Photography, Graphic Design, Animation, Film and Video Production, Fine Art, Museum Studies, Web Design, Commercial Design, Artistic Director*, and more.

Desktop Publishing: Yearbook Design and Publication

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: Studio Art

Textbook: *Communicating Through Graphic Design*

Yearbook Design is a yearlong course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students' understanding of a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message.

Advanced Digital Media Production (Video Production)

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: Studio Art

Textbook/Materials: Adobe Photoshop and Illustrator, Filmmaker IQ

This is the capstone course for the Arts, Media, Entertainment Pathway that resides in the Visual and Performing Arts Department. Prerequisite skills in video production, photography, art, video, screenwriting, and design will be further developed to meet the high demands of an ever-changing digital world. Through work-based learning experiences with professionals in class and outside of school, students will gain a solid understanding of local and regional commercial and artistic possibilities for careers and post-secondary education in arts, media, and entertainment. Students will be active participants in the learning process as they exercise critical thinking, problem-solving, and creativity while working individually and in teams. Projects may be developed collaboratively by the instructor, students, and/or community partners to focus on student driven solutions to real-world challenges, various state or national competitions, or film/video projects that meet industry standards and needs. This Advanced Digital Media Production course and career pathway both meet the community needs on several levels. Students gain an advanced understanding of digital storytelling through a variety of learning experiences, as well as the option to build a rich portfolio for college and employment. Community partnerships with individuals, organizations, and businesses are also strengthening in support and collaboration efforts. Ultimately, as students complete the course they will be prepared for college and careers not only in the Arts, Media, and Entertainment Industry, but they will have collaboration and communication skills that are relevant in any career field. Students will be asked to make contacts in the community as they propose video or digital campaigns for various organizations or businesses.

Drama 1: Introduction to Theatre Arts

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: English 9

Textbook: *Theatre as Human Action: An Introduction to Theatre Arts* by Thomas Hischak

Drama 1 is an introductory course in theatre as an art form. The course includes an overview of theatre history and theory, world theatre traditions, and basic acting technique. The purpose is to introduce students to the art of the actor through performance. Each student will develop an appreciation for the aesthetics of the dramatic arts, an understanding of the criteria of an effective performance, and an awareness of the historical influences and contributions of theatre. Through reading textbook passages and scripts, writing essays and scripts; learning about design, acting, and through lecture, students will gain a beginning understanding of the theatre world and the performing arts as a profession. The course will culminate in the learners building their own theatrical experiences, informed by the activities and research undertaken throughout the whole of the course and their own understanding of the nature of theatre.

Drama 2: Play Production

Core/College Preparatory, 2 Semesters

UC-approved (F)

Prerequisite: English 9

Textbook: *Theatre as Human Action: An Introduction to Theatre Arts* by Thomas Hischak

Drama 2 is an advanced course in theatre as an art form. It will only be available if the student has previously taken Drama 1: Intro to Theater Arts. The course includes a brief review of theatre history and theory, world theatre traditions, as well as intermediate acting technique. The purpose is to continue to help students craft their acting skills and understanding of the importance and impact of theater in one's personal life and the world. Each student will develop an appreciation for the aesthetics of the dramatic arts, an understanding of the criteria of an effective performance, and an awareness of the historical influences and contributions of theatre. Through reading articles and scripts, writing monologues and scripts; learning about design, acting, and through lecture, students will continue building an understanding of the theatre world and the performing arts as a profession. Drama 2 will focus on improvisation, writing, video production, and producing an entire play from original setting and costume design to role studies. The course will culminate in the learners building their own theatrical experiences, informed by the activities and research undertaken throughout the whole of the course and their own understanding of the nature of theatre.

UC-Approved College Electives

Intro to Computer Science Principles (Edhesive online)

Elective/College Preparatory, 2 Semesters

UC-approved (G)

Prerequisite: English 9 and Integrated Math 1

Textbook/Materials: Provided by Edhesive

Computer Science Principles I is a year-long introductory programming course intended to give students (1) a rigorous overview of and basic literacy in the uses of a structured programming language, using the Java-based language *Processing*; and (2) familiarity with algorithmic problem-solving. Within the context of programs of mid-level complexity and size, and cross-curricular fields of application (science, art, humanities), students learn the uses of variables, Boolean expressions, and iterative and conditional control structures. They learn to encapsulate code within methods, pass input (arguments) via parameters, and calculate return values. Computer Science Principles I introduces the fundamentals of computer programming and computer science via web development. Students learn how to design and build their own websites using HTML and CSS, and how to create web browser-based 2D games and simulations using the JavaScript programming language. Learning to code is a crucial part of preparing students for a technology-driven world; computer science touches every modern industry. In addition to developing students' practical programming skills, the course aims to foster logical/critical thinking skills and creativity. Students gain hands-on experience with creative problem solving and communication by designing, coding, and presenting projects of

their own creation. Computer Science I is the introductory course in a three-year computer science course progression.

AP Computer Science Principles (Edhesive online)

Elective/College Preparatory, 2 Semesters

UC-approved (D)

Prerequisite: Integrated Math 1 and English 9

Textbook/Materials: Provided by Edhesive

AP Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around seven big ideas, which are essential to studying computer science: Creativity, Abstraction, Data & Information, Algorithms, Programming, the Internet, and Global Impact.

Psychology

Elective/College Preparatory, 2 Semesters

UC-approved (G)

Prerequisite: English 10

Textbook: Macmillan's Psychology in Everyday Life by Myers

Students taking Psychology will engage in rigorous coursework, aligned to Common Core Reading and Writing Standards for Literacy in English Language Arts and History/Social Studies. The readings and writing assignment are designed to create college- and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would. Major writing assignments will be in the argumentation and expository genre, which will be guided by the Common Core Standards in English Language Arts. Discussion topics and themes will connect to the values of our school which asks the students to recognize their potential. This course is interdisciplinary in the real sense that we will be reading non-fiction passages and fictional accounts that support the themes of discussion.

AP Psychology

Elective/College Preparatory, 2 Semesters

UC-approved (G)

Prerequisite: English 10 with B or better and Teacher Recommendation

Textbook: Myers' *Psychology for AP*, 2nd Edition

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Early Childhood Development and Services (Odysseyware online class)

Elective/College Preparatory, 1 Semester

UC-approved (G)

Prerequisite: English 10

Textbook: Provided by Odysseyware

Early Childhood Development (ECD) is an introductory course offering a detailed overview of both developmental stages and areas of early childhood, and how early childhood education professionals provide optimal assistance during these important years of growth and learning. An examination of the history, theories, teaching models, research, and policies that grew with the advance of early childhood education, as well as an introduction to the achievements of many leaders in this field, provide students a thorough grounding in the science and practice of early childhood education. This course further provides students with keen insight into why these years are so important to the life of the child, what areas of physical, emotional, and cognitive development are manifested from birth through age five, and what developmentally appropriate practices are proving to be most effective.

Becoming a Man

Elective/College Preparatory, 1 Semester

UC-approved (G)

Prerequisite: English 10

Textbook: *Leadership: Enhancing the Lessons of Experience* by Curphy, Hughes, and Ginnett, *Guyland: The Perilous World Where Boys Become Men* by Michael Kimmel

Becoming a Man encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. The course will be focused in the most general sense, on attempting to answer three questions: what is a socially conscious mature man; how does one learn and develop the traits of a leader; and what does it mean to be a responsible and fair citizen. The course will discuss issues and delve into areas such as: male gender identity; the

perception of maleness; sensitivity to differences; male culture, male socialization and contemporary culture; the transition from the child psyche to man psyche; male self-esteem in repudiation of patriarchy; male nurturing: fathers, husbands, and mentors; societal depiction of men and women; and responsibility in relationships. The course attempts to define what attitudes are taught to us by various elements of society, how proper attitudes can be taught and tied to archetypal depictions of the mature masculine, the historical role of males, and what are the most beneficial behaviors for men to adopt for the benefit of both the individual and the society as a whole.

Women's Studies

Elective/College Preparatory, 1 Semester

UC-approved (G)

Prerequisite: English 10

Textbook: McGraw Hill's *Feminist Frontiers*

The goal of Women's Studies is to give students a critical lens through which to view and to understand gender. The class will begin with an examination of the diverse experiences and history of women in the United States. Then we will begin building an analytical framework for understanding the social construction of gender and the ways in which gender intersects with other vectors of social power and oppression, such as race, class, ethnicity, age, physical ability, and sexual identity. The course will also analyze how gender plays out nationally and transnationally in people's daily lives, in institutions, and in popular culture. Finally, there will be a focus on feminist activism, examining past and current day activism, identifying current issues of concern, and generating and carrying out a project for positive social change. Throughout the course there will be a focus on how to think, speak and write critically about these issues.

Debate

Elective/College Preparatory, 2 Semesters

UC-approved (G)

Prerequisite: None

Textbook: *Essential Speech* by Verderber, *Basic Debate* by Simon Quinn

This course introduces students to the important elements of basic argumentation theory and practices. Students will learn the basics of argument development, research, analytical reasoning, and public speaking and will learn and practice speaking publicly for varied audiences. Students are expected to participate in novice level tournaments throughout the school year. Using instructor-provided research, students learn the structure and terminology of policy and world school-style debate formats. Students will also critically analyze important speeches and texts from various leaders, writers, and speakers (historical and modern). Students will read texts from a variety of sources – both literary and informational – as a starting point for research and for use in performances throughout the year. This culminates in focused drills based upon learned research and argument skills. Students will demonstrate mastery using their analysis and critical thinking skills on an objective test in the Fall and full debates and an objective test in the Spring.

Film Studies

Elective/College Preparatory, 1 Semester

UC-approved (G)

Prerequisite: English 9

Textbook: *Looking at Movies* by Norton and Company

This course is an introduction to the language of film. It examines the broad questions of form and content, aesthetics and meaning, and history and culture. We will combine weekly film screenings that you watch with online conversations about issues such as imagery and characterization, the use of symbolism, and the effect of realism and fantasy in motion pictures. We will also consider thematic coherence, structural unity, technical achievement, and visual beauty. Topics include modes of production, narrative and non-narrative forms, visual design, editing, sound, genre, ideology and how the business of making film can influence cinema as an art form. Film Studies is structured to develop students' understanding of the impact of film across the world and throughout history. Students will become familiar with the basic terminology and elements of filmmaking and narrative structure to improve their critical thinking, as well as their ability to communicate critical responses to films. Through class demonstrations, hands-on assignments, and critiques, students will be exposed to concepts such as the aesthetic, compositional, technical, and sensory properties of film. In-depth study of several movements in film will broaden the student's knowledge of the medium's history and evolution. Students will analyze films and study filmmakers from various cultures and eras. They will apply the standards and language of art criticism when critiquing filmmakers' works.

History of Rock and Roll

Elective/College Preparatory, 1 Semester

UC-approved (G)

Prerequisite: English 9

Textbook: W.W. Norton & Co.'s *What's That Sound? An Introduction to Rock and Its History*

This course is designed for students to examine American popular music and its development through the mid-late twentieth century. The course will focus on the influence of the political, cultural, and economic factors in American history on the development of the lyrics, style, and music of "Rock and Roll." The course will also examine the use of lyrical and musical development as a form of expression/protest. Using American History as a cultural backdrop, students will better understand the development of various musical genres, compositional techniques, usage of instruments/sounds, and other notable musical characteristics found in American popular music. This course will also study the influence and contribution of other countries to the expansion and development of "Rock and Roll."

Health and Fitness Management

Elective/College Preparatory, 1 Semester

UC-approved (G)

Prerequisite: English 9, PE 1, and Biology

Textbook: Pearson's *Health Science Fundamentals*, National Strength and Conditioning Association's *Essentials of Strength and Conditioning* by Haff and Triplett

This competency-based course is designed to prepare students for entry-level positions into the health, wellness, and fitness industry. Students will learn how to implement fundamental exercise science and fitness program design principles for the achievement of health and fitness goals of clients, patients, and fitness enthusiasts in a public or private setting. Students will design, apply, and advocate the use of safe and effective exercise prescription based on a client's needs and pre-existing conditions through appropriate consultation, screening, and evaluation techniques. Students will motivate and educate their clients, and other fitness enthusiasts to improve their levels of fitness and performance in order to maintain an enhanced experience of overall health and well-being. The content and information covered in this class will illustrate to students how to facilitate rapport, adherence, self-efficacy and behavior changes in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, muscular endurance and strength and body composition.

Seminar, Physical Education, University Prep (UP)

Freshman Seminar and Applications

Non-Core/Elective, 2 Semesters

UC-approved (G)

Prerequisite: None

Textbook: *The School Values, Career Choices and Changes: A Workbook to Discover Who You Are, What You Want, and How to Get It*, Certification Prep Microsoft Access 2016

The goal of this year long course is to provide freshman of the Value Schools system skills that are essential for academic success and making the right choices in life. By teaching the incoming freshman our set of values we are setting them up to have a more successful career in high school, college, and beyond. These values include: academic excellence, respect for all people, achieving your fullest potential, building community, and giving back to the community. Students will learn these values as they integrate them in their decisions and in their interactions with other. This is an integrated course of character development and practical applications. Students will complete a variety of assessments, presentations, digital projects, a computerized family tree, motivational speeches, and cinema analysis. Through project based learning, hands on highly engaging activities, students will work towards mastery of the Microsoft Office Suite, including Microsoft Word, PowerPoint, Excel, Access, and Outlook, as well as G Suite, including Google Sites, Docs, Sheets, and Slides. The curriculum for this course includes important 21st Century job skills such as effective communication, critical thinking, creativity, and collaboration.

Sophomore Seminar

Non-Core/Elective, 2 Semesters

Prerequisite: Open to Sophomores only

Textbook/Materials: Barron's SAT Prep Book; Positive Prevention *Plus*

Sophomore Seminar is a year round course with three major areas of study: the Values of the school, SAT Prep, and health education. The SAT Prep section of Sophomore Seminar course is a semester long course designed to facilitate college admission for juniors and seniors by preparing them to take the SAT. Students use an SAT Prep book, as well as several online and additional resources to learn skills and strategies to practice and prepare for the SAT. Half of the course focuses on the Math section, where students review key concepts such as numbers and operations, algebra and functions, geometry and measurement, and statistics and probability. The other half of the course focuses on the Critical Reading section and the Writing section of the exam. In the Critical Reading section of the course, students learn vocabulary and strategies to tackle the sentence completion and passage-based reading questions. In the Writing section, students learn strategies to identify sentence error types, improve sentences and paragraphs, and write essays. Students also learn time management and test-taking strategies. In the next semester students will continue to study test taking techniques, but the primary focus is on health education. In accordance with the California Healthy Youth Act, students learn about HIV and other sexually transmitted diseases and the skills necessary to protect themselves. Students will also learn about the skills necessary to have healthy, positive, and safe relationships and behaviors.

Senior Seminar

Non-Core/Elective, 2 Semesters

Prerequisite: English 11 and Open to Seniors only

Textbook/Materials: Personal Statement Samples, Guides to College Applications, Financial Aid Senior Seminar is a continuing course on the study and examination of the core values our school. This course will also guide our seniors throughout the college application process from filling out applications to writing personal statements. The second semester focuses on financial aid and scholarships. Additionally students will learn how to write effective resumes and how to interview for jobs. The entire second semester is project based leading students to a culminating presentation of their portfolio which include their goals, plans, and resume.

PE 1: Physical Education:

Non-Core/Elective, 2 Semesters

No prerequisite.

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

UP: University Prep Class

Non-Core/Required, all semesters, advisory period

No prerequisite.

University Preparatory (UP) class is designed to help students understand, integrate, and live the values as they develop deeper awareness of themselves, their community, and the advantages of preparing to get to and through the university. Our UP teachers act as advisors for our students, providing assistance as they navigate high school, friendships, university applications, and more. UP teachers also serve as a point person for parents and guardians should they have any questions, comments, or concerns. UP class is an integral aspect of our values-based, university preparatory curriculum. UP class is a credit-bearing, Pass/No-Pass class. UP class is structured around two (2) critical curricula that directly tie into our 5 Core Values. Our college preparatory curriculum, Naviance, provides a computer-based interactive experience for students to do college and career research, take virtual tours of campuses, and complete college entrance documents such as brag sheets and personal essays. Our social-emotional learning (SEL) curriculum, School-Connect, helps students better understand themselves and the relationships they have with others through a series of journals, readings, and discussions with classmates. Once a week, grade-level cohorts meet together for Community Time, an important aspect of our UP class.

Course Chart

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

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English Language Arts - All UC-B except those starred*							
*English Enrichment	*English Enrichment	*English Enrichment	*English Enrichment	*English Enrichment	*English Enrichment	*English Enrichment	*English Enrichment
English 9	English 9	English 10	English 10	English 11	English 11	English 12 ERWC	English 12 ERWC
Honors English 9	Honors English 9	Honors English 10	Honors English 10	Honors English 11	Honors English 11		
				AP English Lang/Comp	AP English Lang/Comp	AP English Lit/Comp	AP English Lit/Comp
Mathematics - All UC-C except those starred*							
*Math Enrichment	*Math Enrichment	*Math Enrichment	*Math Enrichment	*Math Enrichment	*Math Enrichment		
Integ Math 1, 2	Integ Math 1, 2	Integ Math 2 or 3	Integ Math 2 or 3	Integ Math 2 or 3	Integ Math 2 or 3	Integ Math 3	Integ Math 3
Honors Integ Math 1, 2	Honors Integ Math 1, 2	Honors Integ Math 1, 2	Honors Integ Math 1, 2	Honors Integ Math 3	Honors Integ Math 3		
		Honors Integ Math 3	Honors Integ Math 3	Precalc	Precalc	Precalc	Precalc

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
						AP Calculus AB	AP Calculus AB
History/Social Science - All UC-A or G							
		World History	World History	U.S. History	U.S. History	U.S. Gov't	Business Econ: Entrepreneurship
		AP World History	AP World History	AP U.S. History	AP U.S. History	AP Gov't/Pol	AP Gov't/Pol
Science - All UC-D							
Biology	Biology			Chemistry	Chemistry	Enviro Sci	Enviro Sci
Honors Biology	Honors Biology			Honors Chemistry	Honors Chemistry	AP Enviro Sci	AP Enviro Sci
				AP Biology	AP Biology	AP Biology	AP Biology
		AP Comp Sci Princ	AP Comp Sci Princ	AP Comp Sci Princ	AP Comp Sci Princ	AP Comp Sci Princ	AP Comp Sci Princ
World Languages Other than English - All UC-E							
		Spanish 1 or 2	Spanish 1 or 2	Spanish 1, 2, or 3	Spanish 1, 2, or 3	Spanish 1, 2, or 3	Spanish 1, 2, or 3
						AP Spanish Lang/Culture	AP Spanish Lang/Culture
Visual and Performing Arts - All UC-F							
Studio Art	Studio Art						
				Intro to Dance	Advanced Dance	Intro to Dance	Advanced Dance
Cinema and Media	Cinema and Media						
Drama 1	Drama 1	Drama 1 or 2	Drama 1 or 2	Drama 1 or 2	Drama 1 or 2	Drama 1 or 2	Drama 1 or 2
Digital Media Arts	Digital Media Arts			Dig. Media Arts/Graphic Design	Dig. Media Arts/Graphic Design	Dig. Media Arts/Graphic Design	Dig. Media Arts/Graphic Design
				Desktop Pub: Design/Publication	Desktop Pub: Design/Publication	Desktop Pub: Design/Publication	Desktop Pub: Design/Publication
Adv Digital Media Prod	Adv Digital Media Prod	Adv Digital Media Prod	Adv Digital Media Prod	Adv Digital Media Prod	Adv Digital Media Prod	Adv Digital Media Prod	Adv Digital Media Prod
Electives - All UC-G except those starred*							
Freshman Sem/Comp App	Freshman Sem/Comp App	*Sophomore Seminar	*Sophomore Seminar			*Senior Seminar	*Senior Seminar

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		Intro Comp Sci	Intro Comp Sci			Business Math	Business Math
				Psychology	Psychology	Psychology	Psychology
				AP Psych	AP Psych	AP Psych	AP Psych
				Becoming a Man	Becoming a Man	Becoming a Man	Becoming a Man
				Women's Studies	Child Devel	Women's Studies	Child Devel
				Film Studies	Film Studies	Film Studies	Film Studies
				Rock and Roll Hist	Rock and Roll Hist	Rock and Roll Hist	Rock and Roll Hist
Debate	Debate	Debate	Debate	Debate	Debate	Debate	Debate
				Health and Fitness Mgt	Health and Fitness Mgt	Health and Fitness Mgt	Health and Fitness Mgt
Physical Education/Fitness and Health							
PE 1	PE 1	PE 1	PE 1	PE 1	PE 1	PE 1	PE 1

Instructional Methods, Strategies and Curriculum in Support of Content Standards

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

The English curriculum from ninth through eleventh grade targets the English Language Arts Common Core State Standards. Similarly, the Integrated Math 1, 2 and 3 (and corresponding Honors courses) curriculum is aligned to the Mathematics Common Core State Standards. Curricula for classes other than math and English integrate the literacy aspects of the Common Core State Standards. Methods used specifically for English learners are described in the UPVHS English Learner Master Plan.

In University Prep Value science classes, the application of three-dimensional learning of the Next Generation Science Standards (NGSS) is designed to guide instruction in biology, chemistry and environmental science. The science curriculum facilitates student understanding of the world by including the three performance expectations of disciplinary core ideas, crosscutting concepts, and scientific and engineering practices. To achieve this, University Prep Value aims

to shift the traditional teacher-centered role to student-centered learning, fostering curiosity in students and allowing them to critically tackle phenomena related to science and engineering. The teacher serves as the facilitator who guides students into solving problems. Because the three-dimensional learning is designed to be progressive, building on ideas from the past, all science teachers will hold regular meetings to ensure that ideas covered in each class build upon one another, as students move on to the next grade level. University Prep Value's Science Department will strive to allow students to seek knowledge, find evidence and test theories to gain a better understanding of scientific concepts, and will support professional development of teachers to attend NGSS trainings whenever they are available.

Technology-Related Skill Mastery

Basic computer literacy figures prominently in Freshman Seminar, a required first-year course. Students acquire proficiency in keyboarding, MS Word, MS PowerPoint and MS Excel or their equivalents. Students continue to use and practice essential computer skills throughout their tenure at University Prep Value whenever their instructors deem it appropriate, such as using MS Word to write essays, MS PowerPoint when giving oral presentations, and MS Excel to perform calculations and create charts and graphs.

To master current technology-related skills, each student is provided with an individual personal computer, currently a Chromebook. For other classroom needs, teachers have access to additional computers, and more powerful computers are available for specialized applications such as digital media arts and video production.

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

Graduation requirements

University Prep Value's curriculum is designed to ensure that students will acquire the number of units and types of courses required and recommended by the University of California and the California State University. University Prep Value requires a minimum of 240 units for graduation, with each course requiring a grade of "D" or better for credit toward graduation. To pursue admission to the University of California or California State University, a student must acquire 150 units, with a grade of "C-minus" or better, in courses approved by the University of California across seven subject areas.

The prescribed course of study is shown below:

Subject Area	California State Mandated Requirements for High School Graduation	UC Requirements for Freshman Admission	CSU Requirements for Freshman Admission	UPVHS Requirements for Graduation
English	3 years	4 years of approved courses	4 years of approved courses	4 years of approved courses.
Mathematics	2 years, including Algebra I beginning in 2003-04 (EC 51224.5)	3 years, including algebra, geometry, and intermediate algebra. 4 years recommended.	3 years, including algebra, intermediate algebra, and geometry	3 years of math classes, including Integrated Math 2 and 3 minimally.
Social Science	3 years of history/social science, including 1 year of U.S. history & geography; 1 year of world history, culture, and geography; and 1 semester each of American government and economics.	2 years of history/social science, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography.	2 years, including 1 year of U.S. history or U.S. history and government and 1 year of other approved social science.	3 years of history/social science, including 1 year of U.S. history & geography; 1 year of world history; and 1 semester each of American government and economics.
Science	2 years, including biological and physical sciences.	2 years with lab required, chosen from biology, chemistry, and physics. 3 years recommended.	2 years, including 1 year of biological and 1 year of physical science with lab.	3 years with lab required, including 1 biological and 1 physical science.
World Languages	1 year of either visual and performing arts or world language other than English.	2 years in same language required. 3 years recommended.	2 years in same language required.	2 years in same language required.
Visual and Performing Arts		1 year of visual and performing arts chosen from the following: dance, drama/theater,	1 year of visual and performing arts chosen from the following: dance, drama/theater,	1 year of visual and performing arts chosen from our UC-approved VPA list.

		music, or visual art.	music, or visual art.	
Physical Education	2 years	None	None	1 year
Electives		1 year *	1 year *	1 year *

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

Meeting the University of California "A-G" Requirements

University Prep Value High School offers a broad range of courses sufficient to allow students to acquire the necessary units for UC admission, and advisors or counselors perform regular checks to ensure that students are on track. The following courses meet the University of California A-G requirements:*

A Requirement: U.S. History; AP U.S. History; U.S. Government and Politics; AP U.S. Government and Politics; World History; AP World History

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

C Requirement: Integrated Math 1; Honors Integrated Math 1; Integrated Math 2; Honors Integrated Math 2; Integrated Math 3; Honors Integrated Math 3; Precalculus; AP Calculus AB

D Requirement: Biology; Honors Biology; AP Biology; Chemistry; Honors Chemistry; Environmental Science; AP Environmental Science; AP Computer Science Principles

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

F Requirement: Studio Art; Cinema and Media Studies; Digital Media Arts/Graphic Design; Digital Media Arts; Desktop Publishing: Yearbook Design/Publication; Advanced Digital Media Production (Video); Drama 1; Drama 2; Intro to Dance; Advanced Dance

G Requirement: Business Economics: Entrepreneurship; Psychology; AP Psychology; History of Rock and Roll; Women's Studies; Becoming a Man; Early Childhood Development; Introduction to Computer Science Principles; Freshman Seminar/Computer Applications; Debate; Health and Fitness Management; Business Math; Film Studies

*Note: The University of California does not categorize 9th-grade classes as Honors classes in any subject area, but the courses count toward the overall A-G requirement. The Course List notes current UC approval status.

California State University Requirements

The California State University system also prescribes the number and types of courses high school students should complete for admission and success in its universities. Students at University Prep Value High School, with the assistance of teachers and counselors, should be prepared to meet these requirements; advisors under the supervision of the assistant principal

perform quarterly checks on students' progress and recommend schedule changes as necessary.

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

Credit recovery and support

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

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

Dual enrollment

Students are encouraged to enroll in college courses at the local community colleges such as Los Angeles Trade Tech and Los Angeles City College. University Prep Value informs students about the wide array of courses available to them starting in the summer after ninth grade. A college counselor or assistant principal works with interested students to facilitate college enrollment unless the student has failed or is failing a high-school course. Dual enrollment is open to all students regardless of their financial status, as tuition is waived for participating high school students. Students may choose to use the grade received in the college course to satisfy a course requirement at University Prep Value or may take a class outside of the course list for college credit.

WASC Accreditation

University Prep Value High School is accredited for grades 9-12 by the Western Association of Schools and Colleges. A full self-study and visit are scheduled for February 2020.

Parent Notification Regarding Course Transferability

University Prep Value High School understands the importance of ensuring that the Charter School and parents can communicate effectively about all issues, but especially about students' academic progress and requirements for university acceptance and attendance. UPVHS has staff fluent in both English and Spanish (and obtains other language services as necessary) to facilitate that communication, using interpreters when needed.

During the initial enrollment process, and at intervals throughout their students' high school years, University Prep Value High School informs parents and guardians about the transferability of courses to colleges and universities and to other public high schools. The

information is disseminated at parent meetings and sent home with students, included in the student/parent handbook, and posted on the pertinent section of the Value Schools website. Efforts are made to ensure that parents receive the information in the language of their choice.

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

Preparing for Higher Education and Careers (C/CI)

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

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

University Prep Value High School prepares students for the rigors of college, but also recognizes U.S. society's demand for more skilled workers in many fields. After consultation with students and parents, University Prep Value adopted three career pathways: *Arts, Media, and Entertainment*; *Business and Finance*; *Information and Communication Technologies*. Each pathway has integrated classes that build toward mastery of skills necessary for that career path, culminating in a capstone research class. In capstone classes, students research typical career ladders and salaries in the sector, as well as licensing or certification requirements, potential employers and positions, and internship or apprenticeship opportunities.

Regardless of the post-graduation route students plan to take, all students need the skills to be full participants in the workforce and the society. Accordingly, UP advisory periods are also used to impart and reinforce essential life/work skills, including how to write a résumé and prepare for employment; basic business etiquette; business writing; self-awareness; and communication skills. The UP Program is wide-ranging, drawing on outside professional

resources as well as such online tools as Naviance, collegeboard.org; Khan Academy, Newsela, and scholarship websites. University Prep Value administration will evaluate and revise the program in light of the Career/College Indicator, other college readiness and acceptance indicators, and alumni experience.

Academic Calendar

University Prep Value High School Academic Calendar 2020-2021

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

KEY

Full Days (390 min) (White)

Parent Conference Days (270 min) (Green)

1st Quarter October 15 - 16
3rd Quarter March 17 - 18

Teacher Meeting/PD Days (318 min) (Maroon)

Wednesdays when school is in session

First/Last Days of School Year

August 10 - First Day of School
June 3 - Last Day of School/Semester Finals

1st Quarter August 10 - October 9 (44 days)
2nd Quarter October 12 - December 18 (42 days)
3rd Quarter January 11 - March 12 (43 days)
4th Quarter March 16 - June 3 (51 days)

Holidays and other Pupil-Free Days (Blue)

September 7 Labor Day
November 9 and 10 Pupil Free Day
November 11 Veterans Day
November 22 - 29 Thanksgiving
December 21 - January 8 Winter Break
January 18 Martin Luther King, Jr. Day
February 15 Presidents' Day
March 15 Pupil-Free Day
March 22 - 29 Spring Break
May 31 Memorial Day

Testing Days (285 min) (Yellow)

October 7 - 9 Benchmark exams
March 10 - 12 Benchmark exams
December 16 - 18 Semester final exams
June 1 - 3 Semester final exams

University Prep Value High School Bell Schedule

Regular Schedule (M, T, Th, F)			
Start	End	Session	Minutes
7:30 AM	8:54 AM	1	84
8:54 AM	8:59 AM	Passing Period	5
8:59 AM	9:33 AM	UP	34
9:33 AM	9:53 AM	Nutrition	20
9:53 AM	9:58 AM	Passing Period	5
9:58 AM	11:22 AM	2	84
11:22 AM	11:27 AM	Passing Period	5
11:27 AM	12:51 PM	3	84
12:51 PM	1:21 PM	LUNCH	30
1:21 PM	1:26 PM	Passing Period	5
1:26 PM	2:50 PM	4	84
Total Instructional Minutes:			390
Wednesday Schedule			
Start	End	Session	Minutes
7:30 AM	8:37 AM	1	67
8:37 AM	8:42 AM	Passing Period	5
8:42 AM	9:12 AM	UP	30
9:12 AM	9:32 AM	Nutrition Break	20
9:32 AM	9:37 AM	Passing Period	5
9:37 AM	10:44 AM	2	67
10:44 AM	10:49 AM	Passing Period	5
10:49 AM	11:56 AM	3	67
11:56 PM	12:26 PM	Lunch	30
12:26 PM	12:31 PM	Passing Period	5
12:31 PM	1:38 PM	4	67
Total Instructional Minutes:			318
Finals/Benchmark Schedule			
Start	End	Session	Minutes
7:30 AM	7:55 AM	Nutrition Break	25
7:55 AM	8:00 AM	Passing Period	5
8:00 AM	10:00 AM	Exam #1	120
10:00 AM	10:05 AM	Passing Period	5
10:05 AM	10:35 AM	UP	30
10:35 AM	10:55 AM	Nutrition Break	20
10:55 AM	11:00 AM	Passing Period	5
11:00 AM	1:00 PM	Exam #2	120
Total Instructional Minutes:			285

Parent Conference Day Schedule			
Start	End	Session	Minutes
7:30 AM	8:25 AM	1	55
8:25 AM	8:30 AM	Passing	5
8:30 AM	9:00 AM	UP	30
9:00 AM	9:05 AM	Passing	5
9:05 AM	10:00 AM	2	55
10:00 AM	10:20 AM	Nutrition	20
10:20 AM	10:25 AM	Passing	5
10:25 AM	11:20 AM	3	55
11:20 AM	11:25 AM	Passing	5
11:25 AM	12:20 PM	4	55
Total Instructional Minutes:			270

Sample Schedules

Following are sample schedules of currently enrolled students.

Grade 12

Course	Approach
Elective	Mainstream
ERWC	Mainstream
Environmental Science	Mainstream
Gov / Econ	Mainstream
Business Math	Mainstream
Elective	Mainstream
UP (advisory)	Mainstream

Grade 11 Bridging and Expanding English Learner

Course	Approach
Elective	Mainstream
English 11	Co-taught EL and Grade-Level Teacher
Chemistry	Mainstream with English Language Aide
US History	Mainstream with English Language Aide
Integrated Math 3	Mainstream with English Language Aide
Spanish 3	Mainstream
UP (advisory)	Mainstream

Grade 10 Newcomer or Emerging Language Learner

Course	Approach
World History	Mainstream with English Language Aide
English 10	Co-taught EL and Grade-Level Teacher
English Enrichment	EL Coordinator & English Language Aide
Sophomore Seminar	Mainstream with English Language Aide

Integrated Math 2	Mainstream with English Language Aide
Spanish 2	Mainstream
UP (advisory)	Mainstream

Grade 9 Newcomer or Emerging Language Learner

Course	Approach
Biology	Mainstream with English Language Aide
English 9	Co-taught EL and Grade-Level Teacher
English Enrichment	EL Coordinator & English Language Aide
Fresh Sem/Comp App	Mainstream with English Language Aide
Integrated Math 1	Mainstream with English Language Aide
PE	Mainstream
UP (advisory)	Mainstream

Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Parent Conf. Days	Number of Instr. Minutes Per Parent Conf. Day	Number of Testing Days	Number of Instr. Minutes Per Testing Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
9	Yes	131	390	33	318	4	270	12	285	180	64800	66084	1284
10	Yes	131	390	33	318	4	270	12	285	180	64800	66084	1284
11	Yes	131	390	33	318	4	270	12	285	180	64800	66084	1284
12	Yes	131	390	33	318	4	270	12	285	180	64800	66084	1284

Professional Development

Teacher recruitment

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

To recruit qualified teaching candidates, administrators at University Prep Value will:

- distribute job announcements;
- post job positions on Internet websites (e.g., EDJOIN);
- attend job fairs in California;
- contact local universities' education programs; and

- maintain partner relationships with Teach for America and Loyola Marymount University.

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

Value Schools and University Prep Value facilitate teacher recruitment and retention through:

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

Continuing professional development

University Prep Value encourages all teachers to continue their education by attending online and in-person graduate and post-graduate courses, workshops, and training throughout the year, including the summer months. The instructional coaches and administration assess training needs, create and oversee University Prep Value’s professional development program, and ensure opportunities are offered on multiple tracks:

CMO-wide education. Multiple CMO-wide programs are held annually to support the professional development of new and returning teachers. Before the school year begins, a two-day summer institute links new teachers with veteran teachers who give specific examples of how teachers can integrate the core values into the curriculum for every subject as well as model and reinforce them outside the classroom. In the twice-yearly Teachers Teaching Teachers (TTT) program all Value Schools faculty members get an opportunity to learn from each other on a range of topics and issues pervasive in the population they serve. These events increase teacher knowledge and build community across Value Schools, which enhances educational continuity from kindergarten through high school graduation. A common theme is how to “leverage leadership” in the mode of Paul Bambrick-Santoyo’s framework for improving instruction, culture and management using student data and regular feedback.

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

Individual coaching. University Prep Value instructional coaches work with educators to help them use data and reflective decision-making to refine their lessons and develop improve their pedagogical practices. Particular attention is paid to Values-Based Learning, Assessment and Accountability, Universal Design for Learning and Classroom Management. By getting regular feedback, encouragement and ideas from more experienced educators, teachers are able to

increase student engagement, improve student cognitive load capacity, and decrease distractions and behavioral challenges in the classroom.

Evaluation Cycle. To monitor the professional growth of all employees, University Prep Value’s cyclical evaluation process uses a framework appropriate to each employee’s discipline. University Prep Value’s teacher evaluation process uses the Danielson framework, and includes twice-yearly peer observations, with observations recorded on Whetstone (online observation software) and discussed at faculty meetings. Student learning outcomes are also part of the measurement of teacher effectiveness. Administrators and staff are evaluated on frameworks developed in-house to capture performance elements specific to those employee groups. All evaluations identify areas of strength and potential for growth throughout the school year, and are used to determine continued employment and advancement.

Off-site specialty training. As desired and appropriate, University Prep Value encourages and supports teachers who wish to attend courses and conferences and share their increased knowledge with the wider school community. Such opportunities may include:

- CPM Math workshops
- Advanced Placement conferences
- California Association for the Gifted conferences
- California Charter Schools Association annual convention
- ELD and special education workshops offered by the Los Angeles County Board of Education

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

Professional Development Plan. For the 2020-2021 school year, University Prep Value’s Professional Development Plan is:

1. Before school year begins, all staff members will attend training sessions on:
 - a. Curriculum, discipline, general staff expectations, schoolwide data trends, school culture and values.
 - b. Value Schools policies and procedures.
 - c. Health, safety, and emergency procedures, including CPR and blood-borne pathogen avoidance, human trafficking awareness, and epinephrine auto-injector training.
 - d. Child abuse detection and reporting.
 - e. Youth suicide prevention.
 - f. Brown Act requirements.
 - g. Any other mandated subject.
2. During the school year:
 - a. Weekly professional development sessions (every Wednesday while school is in session) conducted, as appropriate, by the administration, lead teachers, and

others with particular expertise. Topics and scheduling are structured according to need, with some sessions being relevant for all and some for more specialized groups.

- b. Outside workshops and other professional development opportunities as approved by the principal or designee.

Below are some of the professional development topics expected to be covered during the five-year charter term. In addition to the mandated sessions, topics scheduled for 2020-21 are noted by an asterisk.

- Implementing Common Core State Standards in the classroom*
- Working with students with disabilities*
- Values-Based Learning*
- Teaching English Language Learners*
- Response to Intervention and restorative justice (new teacher orientation)*
- Classroom Management (new teacher orientation, plus grade-level meetings for all)*
- Writing across the curriculum with performance task focus*
- Collaborative learning*
- Using technology in the classroom*
- Using Mastery Connect to monitor proficiency on CCSS*
- Assessment and Accountability*
- Using Google Classroom and PowerSchool's Unified Classroom*
- Using the Integrated Mathematics curriculum* (math faculty only)
- How to differentiate instruction*
- Universal Design for Learning*
- Teaching critical thinking/metacognitive strategies

Meeting the Needs of All Students

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

The purpose of the Advisory Program is to boost academic success through professional and caring relationships between advisors and students. Faculty members who act as advisors help students become aware of their learning patterns and motivate them to become college-ready. Each week, an advisor meets with each student, using information from PowerSchool to monitor student progress and set goals for the week. The program draws on all five of the school's core values and the schoolwide learner outcomes, and functions as a key support network for all students. It is also the main mode of communication, enabling students to be well-informed members of the school community. To ensure that students receive appropriate support, the Advisory Program provides direct communication between faculty members and students' families.

English Learners

University Preparatory Value is committed to serving the needs of all students, including those who enroll with little or no fluency in English, and follows all applicable federal and state laws and regulations concerning English Learners and concerning educational equity for all. It has adopted an English Learner Master Plan, summarized here. Additional information such as a fuller list of specific instructional strategies may be found in that plan.

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

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

When a student enrolls at UPVHS for the first time, parents receive an enrollment packet requesting certain information beyond that required for lottery participation or admission. Included in the enrollment packet is a Home Language Survey.

Home Language Survey. UPVHS uses the Home Language Survey to determine whether a language other than English is used in the student's home. Confidential answers are requested to six questions:

1. What language did this student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. What language is most often used by the adults at home?
5. Has the student ever received any formal English language instruction (listening, speaking, reading, writing)?
6. Has your child ever been given the ELPAC (English Language Proficiency Assessments for California)

The assistant principal or designee uses the responses to the HLS to assign a student to a preliminary language status as "English Only" or "Possible English Learner."

ELPAC. Once Possible English Learners are identified, but no later than 30 days after they enroll at University Prep Value, the assistant principal or designee administers the state-mandated English language proficiency assessment, currently the English Language Proficiency Assessment for California (ELPAC). (Students who are identified ELs also take the state-mandated English language assessment annually until they are reclassified.)

With input from teachers or administrators as appropriate, the assistant principal or designee uses the ELPAC results to identify and place English Learners. The assistant principal or designee promptly notifies teachers of the classification, but teachers do not wait for official notice to employ strategies addressing the needs of English Learners. Parents receive notification within 30 days of a student's initial or annual proficiency testing.

Initial Language Classification/Status

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

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

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

Service Providers

Teachers are the mainstay of the English Learner program at University Prep Value, providing instruction during the day. All UPVHS core content teachers must have the state-required EL Authorization. All teachers are trained in and use Specially Designed Academic Instruction in English (SDAIE) strategies to provide English Learners access to the core and elective curriculum.

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

The sample schedules provided above in this Element 1 show how the ELD service providers are deployed according to student language acquisition status.

Services Provided

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

Newcomers or Emerging Language Learners, as determined by entry date into the country and initial ELPAC scores, are placed in a full-block English Enrichment Class for designated ELD instruction. Students in this class conduct project-based learning with materials primarily adopted from the *High Point* curriculum, supplemented by such programs as *DuoLingo*, *StudySync* and *IXL*. Emerging English Learners are also placed in a full-block intervention section

for ELA. This course adapts the standard ELA curriculum to the needs of newcomer students. The class primarily uses *Pearson Common Core English*, with *StudySync* and *High Point* as appropriate.

Students in this group are assigned to an additional 30-minute block 4 days a week within the school day outside of their core courses, for guided independent practice under the supervision of an instructor. While other practice may be used, they primarily use *IXL* to develop reading and writing strategies. Together, these courses emphasize both informal and academic English skills using a variety of speaking, listening, reading and writing strategies across the narrative, expository and argumentative text genres. In other courses, content-area teachers and EL instructional aides use SDAIE strategies to help these students access integrated English instruction.

Expanding English Learners, as determined by ELPAC scores, are placed in a full-block English Enrichment Class for designated ELD instruction. Students in this class conduct project-based learning with materials primarily adopted from the *High Point* curriculum, supplemented by programs such as *DuoLingo*, *StudySync* and *IXL*. Expanding English Learners are placed in mainstream courses for the rest of their coursework. Students are placed in an English class co-taught by the EL coordinator and the grade-level English teacher. While other practice may be used, students primarily use *Common Core Standards* and *ELD Standards* to develop reading and writing strategies. Together, these courses emphasize both informal and academic English skills using a variety of speaking, listening, reading and writing strategies across the narrative, expository and argumentative text genres. In other courses, content-area teachers and EL instructional aides use SDAIE strategies to help these students access integrated English instruction.

Bridging English Language Learners, as determined by ELPAC scores, are placed in mainstream courses and electives for their core coursework. Students are also placed in an English class co-taught by the EL coordinator and the grade-level English teacher. While other practice may be used, students primarily use *Common Core Standards* and *ELD Standards* to develop reading and writing strategies. Together, these courses emphasize both informal and academic English skills using a variety of speaking, listening, reading and writing strategies across the narrative, expository and argumentative text genres. In other courses, content-area teachers and EL instructional aides use SDAIE strategies to help these students access integrated English instruction.

All English Language Learners are also able to attend summer sessions devoted to reading and language development. This small-group setting provides a high level of support to conserve and further school-year gains in speaking, listening, reading and writing.

Research-Based Instructional Strategies for Developing Academic English

University Preparatory Value teachers embed in all classroom instruction strategies for the continuing development of academic English. These include strategies identified by the U.S. Department of Education¹⁰ such as:

1. **Monitor progress.** Through regular assessments, data analysis, and data-driven instruction, teachers identify areas of need and quickly provide remediation opportunities. The EL coordinator oversees this process to ensure that the entire teaching staff employs best practices. Long Term English Learners (LTELs) and students at risk for becoming LTELs are monitored using the NWEA benchmarks and curriculum unit assessments with a focus on the effectiveness of intervention.
2. **Provide opportunities for reading interventions.** ELs are often at risk for struggling in reading and other academic content areas. Small-group tutoring during the UP-block helps these students, offering targeted assistance to ensure mastery and proficiency in English Language Arts.
3. **Teach vocabulary explicitly.** University Preparatory Value explicitly addresses the well-recognized vocabulary gap that underlies EL students' difficulty mastering grade-level content. Research suggests students need to learn 3,000-4,000 new vocabulary words each year.¹¹ University Preparatory Value teachers in all classes provide vocabulary instruction using word lists, word walls, and targeted vocabulary review.
4. **Develop Academic English.** To achieve academic success, ELs need to reach cognitive academic language proficiency (CALP), which research suggests may take five years or more. Students must possess both basic interpersonal communication skills (BICS) of social language and the content-area vocabulary and language specific to academic skills. "Academic English" is needed for students to perform and demonstrate higher-order tasks such as comparing, synthesizing, analyzing and inferring. Accordingly, teachers explicitly teach and scaffold vocabulary and tasks such as synthesis and analysis. University Preparatory Value uses strategies such as co-enrollment in English/ELD classes and targeted instruction during summer school to expedite and reinforce acquisition of academic English knowledge.
5. **Use cooperative peer learning techniques.** University Preparatory Value teachers use strategies such as "pair-share" to give students authentic language practice among their peers. Teachers provide a prompt and students practice their vocabulary and grammar by speaking briefly on the topic of the prompt and discussing it with classmates. Such techniques can develop both BICS and academic language in an engaging and collaborative format.

Consistent with California English Language Development Standards, University Preparatory Value's overall instructional program is designed to meet the needs of English Learners and to benefit all students with high expectations and an intense focus on literacy. UPVHS teachers

¹⁰ <http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml>.

¹¹ Honig, B., *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press (2001).

use the California English Language Development Standards and Proficiency Level Descriptors to differentiate instruction for English Learners. As these standards are aligned with Common Core standards, UPVHS's Common Core-aligned curriculum addresses English Learners' needs organically throughout the school day and year. ELD standards suggest additional differentiation techniques, student activities, and appropriate texts for Emerging, Expanding, and Bridging English Learners. Strategies teachers use to meet the needs of ELs are set out in more detail in the University Prep Value's English Language Master Plan.

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

Reclassifying English Learners

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

Reclassification criteria. University Prep Value identifies ELs for potential reclassification as Fluent English Proficient and consults with their parents when students meet the following criteria:

1. ELPAC:
 - a. A summative ELPAC overall score of 4; *or*
 - b. A summative ELPAC overall score of 3 with Oral and Written Language scores of 3 or better.
2. Teacher Evaluation/Class Performance: A grade of C- or better in a mainstream English class.
3. Basic Skills Assessment: Using the Lexile bands for the NWEA Reading section, a score within the typical reader measures for mid-year, 50th percentile, or interquartile range for a grade level not more than two grades below the student's current grade.
4. When criteria 1-3 are met, parents/guardians are asked for their input and consent to reclassification. The EL Coordinator reviews the criteria with them, discusses the student's pending removal from the ELD program, and explains how UPVHS will monitor the student's progress.

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

Progress after reclassification

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

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

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

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

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

Professional Development about English Learners

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

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

Program Evaluation

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

Progress monitoring takes various forms, such as weekly quizzes, midterm and semester exams, projects, tests, written work, and performance on state-mandated testing and nationally

normed assessments. The EL coordinator and the principal/designee meet at least quarterly to examine how the EL program is ensuring progress across all EL subgroups. Performance indicators of interest include:

- Schoolwide CAASPP subgroup reports for grade 11
- Individual student improvement on the ELPAC test from year to year
- Individual student improvement on the NWEA MAP assessment year over year
- Schoolwide RFEP rate
- Individual RFEP progress monitoring
- Individual LTEL and at-risk progress monitoring

These indicators are captured on a performance dashboard and reported at faculty meetings, ELAC meetings, and meetings of the Academic Performance and Accountability Committee (APAC) of the Value Schools Board of Directors. The principal and APAC summarize the results to help the board exercise its oversight responsibilities.

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

University Prep Value High School does not offer a formal GATE program. The principal serves as the primary contact for parents to discuss the needs of their gifted or high-achieving students; the principal may bring an academic counselor into that discussion as appropriate. Currently, the needs of these students are addressed through differentiation, honors and Advanced Placement courses, and dual enrollment.

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

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

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

Identification, outreach, and monitoring. Students entering University Prep Value take the NWEA assessment in reading, writing, and mathematics. Students who read above grade level or possess a strong foundation in mathematics are placed in the appropriate honors classes. Students who do not initially test into Honors or Advanced Placement courses can move into these courses based on teacher recommendation. Consistent with its emphasis on academic

excellence as a core value, University Prep Value sets high expectations and encourages all students to become qualified for Honors and Advanced Placement courses.

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

Students Achieving Below Grade Level

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

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

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

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

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

Summer school. University Prep Value offers students whose work is below grade level the opportunity to attend summer school to help them master curricular standards. Summer school is also used to encourage summer reading and provide additional ELD instruction to prevent

summer drift. Summer reading assignments are based on students' NWEA-ascertained reading levels. Teachers set a goal of raising students' reading levels by two grades each year and use differentiated instruction, active reading strategies, and targeted reading assignments to reach that goal.

Math enrichment. Students who are functioning below grade level in math and need a stronger foundation are placed in Math Enrichment and strongly encouraged to attend office hours for tutoring on their specific deficiencies. Teachers direct students on a course of training using Khan Academy, identifying the appropriate modules to target the students' deficiencies. Students remain in this program until they have demonstrated mastery of the course-level standards.

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

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

Socio-Economically Disadvantaged/Low Income Students

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

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

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

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

Parents are treated as partners with teachers and administrators in the educational process. At individual meetings with advisors, teachers, and the college counselor, as well as at monthly meetings of parent groups, parents are encouraged to help their children attain their educational and career goals. University Prep Value honors the Title I Parent Compact that guarantees regular meetings with parents, teachers and staff to develop goals to help socioeconomically disadvantaged students increase their academic achievement, and seeks input from the Schoolsite Council and Academic Council on ways to reach those goals.

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

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

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

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

Students with Disabilities

See District Required Language above.

Students in Other Subgroups

Given the population that University Prep Value serves, nearly all students fall within one of the categories already described, particularly socioeconomically disadvantaged/low income status. Homeless and foster youth were not a large segment of the UPVHS community during the first charter term, but University Prep Value recognizes that the segment may grow over the 2020-2025 charter term due to, among other things, changes in national immigration policy. It also recognizes the particular needs of such students and the rights accorded them under Cal. Ed. Code §48850 *et seq.* and abides by its responsibilities under the Foster Youth Bill of Rights.

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

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

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

A "Typical Day"

University Prep Value High School students have six classes per semester, in a three-day rotation with four classes per day. Thus, in addition to an advisory period, lunch and nutrition breaks, each student has four 84-minute classes on Monday, Tuesday, Thursday and Friday. These days begin at 7:30 AM and end at 2:50 PM. (Wednesday's schedule is modified to accommodate teacher professional development, parent/teacher conferences, etc.) For example:

Day A – Periods 1, 2, 3, 4

Day B – Periods 5, 6, 1, 2

Day C – Periods 3, 4, 5, 6

The A – C pattern repeats throughout the semester.

University Prep (UP) advisory period. At the end of the first class session, students have a five-minute break, then report to their UP classes. UP classes are 34 minutes on a regular schedule and 30 minutes on a Wednesday schedule. During these periods:

- Advisors take attendance.
- Students hear the daily bulletin.
- Advisors may use the period for a discussion of one of the core values.
- Students may use computers to check grades or assignments on PowerSchool, research college opportunities or work on applications.
- Students and Advisors discuss Social-Emotional Learning topics to create a positive school culture.

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

Community Time. On a typical full day, one class cohort will be found in the community room for a 34-minute session that explicitly reinforces one or more of the Five Core Values. In a typical Community Time session, students might hear a motivational talk from another classmate, a guest speaker, or UPVHS personnel. They might engage in a discussion of a difficult situation or a disruptive school event, process traumatic external events, or adopt class goals. These sessions are an integral part of building a safe, nurturing community and of the Restorative Justice program.

Typical class experiences. In each class period, the teacher begins by explaining the day's agenda. Included in this agenda is the academic objective, the Common Core State Standard attached to that objective, a UDL benchmark, the school values and SLOs that apply to the lesson, and a coordinating warm-up exercise that focuses students on the objective. University Prep Value's focus for teachers includes Universal Design for Learning, Assessment, Classroom Management and Values-Based Learning. Teachers use different modalities to assess student understanding, to ensure that students are not only engaged in the learning, but are progressing toward mastery of the Common Core standards.

After-school hours. After-school hours may be spent with teachers holding office hours or tutoring until 3:30 each afternoon. Teachers and administrators work together to identify the students who need extra attention during office hours and inform their parents accordingly. University Prep Value High School also offers four "7th-period" classes after school: Debate (with the Los Angeles Metropolitan Debate League), Yearbook, Drama and Video Production. Academically eligible students may also participate in University Prep Value's extensive CIF-sanctioned sports program.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

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

Objectives of the school’s educational program

University Prep Value’s educational program is designed to prepare students with the knowledge, skills and tools they need to succeed at a four-year college or university. It does so by providing an engaging, rigorous, college-preparatory education centered on five core values. It also aims to give students opportunities to discover and explore their strengths and career interests, and to guide their choice of post-secondary learning.

By hiring and developing highly qualified and caring teachers and by modeling and teaching the values, University Prep Value creates a vibrant community in which all students can thrive

regardless of different learning capacities. Every UPVHS teacher's goal is to guide students toward graduation, to prepare them to succeed in college, and to motivate them to make a positive difference in the world.

Performance Targets Aligned to State Priorities

University Prep Value High School has aligned its performance targets to state priorities, as can be seen in the State Priorities table in Element 1, which sets out measurable goals and is incorporated here by reference. Administrators report progress toward those goals to parents and the Value Schools Board of Directors. Students review their individual results with their advisor.

In addition to the outcome measures noted in Element 1, academic progress is measured by internal benchmark exams given in each academic discipline four times each year. Summative internal benchmarks assess students' proficiency and mastery of standards covered throughout the instructional quarter. Teachers use MasteryConnect software to track both overall results and proficiency in each standard when disaggregated. Because the questions on the benchmark exams are linked to the Common Core State Standards, the results of these exams give an indication of future student performance on the Smarter Balanced assessments. The performance goal is to have at least 70% of students pass these benchmark exams each time they are administered, with at least 70% mastery in each standard.

Method for Measuring Pupil Progress Toward Outcomes

Although any given test may be used to function as a summative assessment, it is possible for this same test to be used also as part of the assessment process. Performance expectations are found in Element 1 (State Priorities Table) or listed below the rationale and description of assessments below.

	Formative Assessments Assessments <i>for</i> Learning	Summative Assessments Assessments <i>of</i> Learning
What?	Formative assessments are used and interpreted by teachers and students to make decisions about the next steps in instruction.	Summative assessments, typically given at the end of an instructional sequence, provide teachers with culminating evidence that helps them decide if students have mastered content and skills, achieved specific standards, and/or are ready to move on to the next level of learning.
Why?	<ul style="list-style-type: none"> • To design instruction • To determine students' entry points/placement • To diagnose students' learning needs • To monitor progress • To give students timely feedback • For teachers to plan next instructional steps • For students to plan next learning steps 	<ul style="list-style-type: none"> • To verify the extent of student learning with regards to standards, benchmarks, unit tests • To assign grades

	Formative Assessments Assessments <i>for</i> Learning	Summative Assessments Assessments <i>of</i> Learning
How?	<ul style="list-style-type: none"> • Questioning to check for understanding • Collaborative groups • Collaborative groups with assigned roles • Exit tickets/summaries • Quick quizzes • End-of-unit, when used for the above purposes • Interim Assessment Blocks (IAB) • Essays, DBQs, FRQs 	<ul style="list-style-type: none"> • Unit assessments • Final exams • Performance tasks • Quarterly benchmark assessments • Interim Comprehensive Assessment (ICA) • SAT, PSAT, ACT, AP • SBAC – ELA, Math • NWEA Assessments
When?	At any point in the instructional cycle	At the end of an instructional cycle
Outcomes	<ul style="list-style-type: none"> • Predicting AP results • Predicting SAT/PSAT results • Identifying weaknesses in understanding concepts • Teacher and student collaboration on growth areas • Re-evaluating instructional approach • Revising lessons • Re-assessing standards, skills, and concepts 	<p>See Element 1 LCFF Tables for specific outcome goals. General performance targets:</p> <ul style="list-style-type: none"> • College-ready in Reading, Writing, Math • 3 or above in AP English for UC Writing Proficiency • 30 + on ACT, English for UC • 680 + on the SAT, Reading and Writing for UC • 3 or better on AP Calculus AB for College Level Math Placement in CSU/UC • 550 + in Reading for CSU • 570 + on SAT on math for CSU college level placement • Standard Exceeded on CAASPP Early Assessment Program

Data Analysis and Reporting

The types of data the school will use. University Prep Value High School uses a wide range of data sources to fine-tune its instructional approaches, including standardized and teacher-created assessment tools.

Standardized tests. University Prep Value examines performance data from Common Core standards-aligned assessments and standardized tests including Smarter Balanced Assessments, college-admission tests, NWEA assessments, California State University’s Early Assessment Program, the ELPAC and AP exams. (Use of ELPAC data is discussed in Element 1, incorporated here.)

All 11th-graders take the summative SBA assessments in ELA and Math. Tracking mastery and growth in each standard is integral to planning lessons and delivering instruction. To most

closely approximate the content of the summative SBA, teachers use Interim Comprehensive Assessments (ICA) as well as Interim Assessment Blocks (IAB) as their quarterly benchmarks. The NWEA/MAP is administered two or three times a year to measure student growth in ELA and Math and to inform instruction.

All students take the PSAT in grades 9 and 10 and the PSAT/NMSQT in grade 11. Teachers disaggregate data from these tests to assess weaknesses and strengths and compare them to students' NWEA performance. Finding the commonalities in the assessments leads teachers to reflect on their lessons and their instructional approaches.

Students are encouraged to take at least one AP class regardless of skill level. Students in all AP classes are required to take simulated AP exams and review rubrics for the writing components. Teachers use performance data from the simulated exams to assess their own instruction and strengthen their skills as well as to track student progress.

Teacher-written benchmark assessments. Mandatory benchmark exams are given every nine weeks, and teachers use PowerSchool Assessment and MasteryConnect to mine the information to assess student progress. University Prep Value holds teacher workshops on how to write and evaluate test questions and how to create writing prompts that mimic standardized assessments and college preparatory exams. Each teacher is coached on how to write "Depth of Knowledge" questions that represent the hierarchical attributes of Bloom's taxonomy. This is done so that questions on teacher-written benchmarks are comparable to the SBAC, PSAT, SAT and AP exams, allowing teachers to monitor student progress with respect to likely achievement on those exams.

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

The role and use of data to monitor and improve the charter school's educational program and operations. University Prep Value High School uses data to guide curriculum development and instruction. Teachers and administrators analyze performance data to identify students' skill strengths and deficits, using item analyses to identify the learning tasks that most need attention. Teachers then use the data to modify their instruction and, if necessary, curriculum, and reteach standards that students have failed to master. This process is repeated as needed until a substantial majority of students demonstrates proficiency on the standards.

University Prep Value gathers input from stakeholders on its educational program and operations. Using regular parent meetings, ELAC and LCAP input, online surveys and other feedback mechanisms, UPVHS gathers data from students, parents, teachers and other personnel. A committee of school staff analyzes the results and suggests improvements, with all participants kept informed of the conclusions.

The role and use of data to inform stakeholders of school performance. Consistent with its emphasis on academic excellence, University Prep Value tracks student academic performance and reports on that performance regularly to the CEO and the Board of Directors. A dashboard is used to keep the board apprised of performance and highlight areas of particular excellence or need for growth. The board's Academic Performance and Accountability Committee reviews the dashboard and the school's progress toward meeting specific goals. In keeping with principles of charter school transparency, performance data will also be made available on the school's website, either directly or by way of a link to the new state dashboard site.

Grading, Progress Reporting, and Promotion/Retention

Grading policy. University Prep Value teachers use the following grading scale in all courses:

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

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

Type and frequency of progress reporting. At the end of each semester, report cards are issued to students and families. At the midpoint of each semester, progress reports are distributed and conferences are held for students, parents and advisors to discuss specific strategies for improving grades.

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

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

Promotion/retention policy and procedures. University Prep Value High School requires students to earn 240 units to graduate. Students may be retained if they fall so far behind in units in a given year that they would be unable to make up the difference in summer school or otherwise (typically 10 units). Students who are not promoted to the next grade at the end of a school year are promoted if they make up the deficit. Teachers and administrators make every effort to ensure students obtain the necessary units, and keep parents apprised of students' progress at each student/parent/advisor meeting.

If a student does not have enough units to graduate and will not be able to remedy the deficiency in summer school, parents are promptly notified that retention is a possible option. This notice is given no later than the April advisory meeting. A retention meeting is held with the student, parents, and either the principal or the assistant principal to fully explain the consequences of retention and to enlist the parent's help in encouraging and motivating the student to excel. If parents do not consent to having the student retained, the administrator provides a written notice of the retention recommendation and asks the parents to indicate that they understand the recommendation but choose to have their student promoted despite the risk that he or she will not have sufficient credits to graduate on time.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹²

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.

¹²The 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

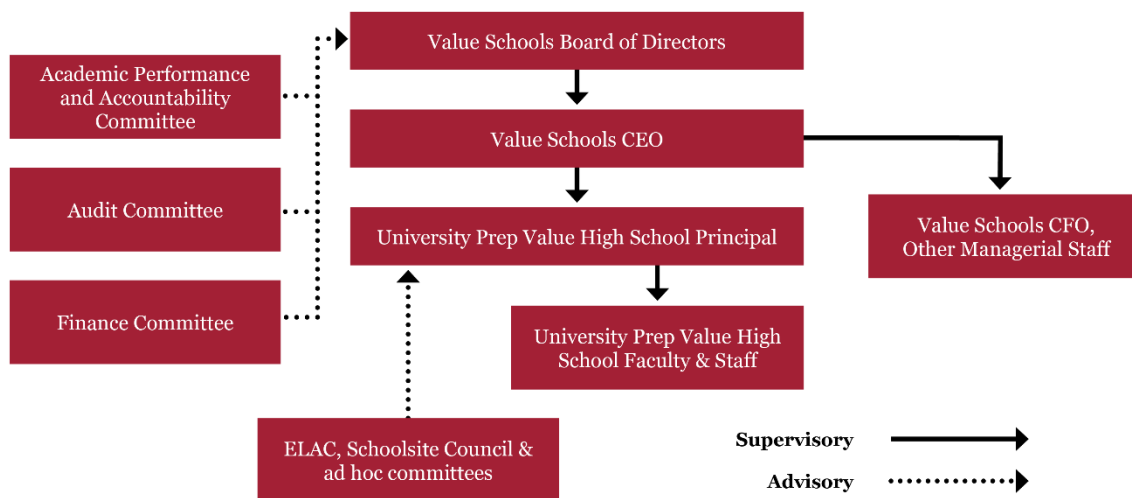
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, 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.

University Prep Value High School Organizational Chart



Value Schools

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

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

The Value Schools Board of Directors (“the board”) sets all policies for, and has sole legal and fiduciary responsibility for, University Preparatory Value High School.

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

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

Value Schools provides financial and accounting services, legal representation, public relations and general oversight of school operations for University Prep Value. In return for the services provided, a percentage of the public funds given to operate University Prep Value is transferred to Value Schools for its general operations. Value Schools sets that percentage for each school

it operates according to the anticipated cost of services provided and financial position of that school. Eight percent per year is currently set as the appropriate target when a Charter School attains full enrollment; newer schools historically have been assessed a lower amount until they reached full enrollment. Value Schools reserves the right to adjust the fees as necessary to cover the services provided.

Value Schools Board of Directors

Membership and General Responsibilities

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

The Value Schools Board of Directors recruits candidates who share the vision of Value Schools and who have the capacity to contribute to the advancement of the mission of Value Schools. This capacity is demonstrated through a commitment to educational excellence for traditionally underserved populations; understanding of the communities Value Schools serves; time to assist with Value Schools projects; and expertise relevant to the board's guidance and oversight functions. When a vacancy occurs or is anticipated, all directors are invited to suggest new candidates. When such candidates are not already known to the rest of the board, the board chair appoints an ad hoc committee to vet the candidates and assess their qualifications in light of particular experience or strengths the board may be seeking at the time. Screened candidates are then asked to attend one or more board meetings, depending on the timing of the vacancy, to observe the board's function and procedures. Interested candidates are then subject to a vote of the directors then in office.

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

University Preparatory Value High School agrees and acknowledges that the governing board of Value Schools, as the sole controlling and governing body for the Charter School, holds fiduciary authority and responsibility for, among other things:

1. the selection, hiring, compensation, supervision, evaluation, and termination of the CEO and, through the CEO, all University Prep Value employees;
2. the governance and operation of University Prep Value in compliance with applicable law and policy, and with the Charter, as these may be amended from time to time; and

3. University Prep Value's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of University Prep Value and its students.

Governance Procedures and Operations

The Value Schools Board of Directors conducts its work through meetings of the whole and with the advice of three standing committees, all of which operate under Brown Act requirements. Committees meet within the boundaries of the Los Angeles Unified School District, typically at the Value Schools home office (currently 680 Wilshire Place in Los Angeles). Committees set their own meeting dates, usually one to two weeks before meetings of the full board, but may meet more frequently as circumstances and projects require. The board may also be informed by advice and analyses produced by ad hoc committees or by task forces that the CEO forms from time to time. For all committees, membership is determined by a majority vote of directors then in office, subject to any membership constraints in the Value Schools bylaws.

Audit Committee

The Audit Committee participates in the selection of an external auditor, annually meets with the auditor, and reports audit findings to the Value Schools Board of Directors. Typically it includes at least one member of the board. The committee chair may not simultaneously serve as a member of the Finance Committee.

Academic Performance and Accountability Committee

The Academic Performance and Accountability Committee works with senior staff and Value Schools leadership to monitor academic performance at University Prep Value High School, considering what performance elements should be measured, how they should be measured, the timing of measurement, and how results should be reported. For each meeting, the principal gives the committee dashboard metrics assessing progress toward schoolwide and subgroup goals included in University Prep Value's Local Control and Accountability Plan (LCAP), as well as any other significant internal metrics. From time to time, the committee also examines broader issues of educational importance and how Value Schools can increase academic achievement. Committee membership is determined by a majority vote of directors then in office, and typically includes board members and others with particular expertise in educational measurement and programming, such as former school administrators. The committee regularly reports its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure a successful educational program.

Finance Committee

The Finance Committee works with the CEO, CFO and back-office service provider to ensure that the finances of University Prep Value High School are properly managed and reported. Finance Committee meetings include reviews of financial reports from the Value Schools staff and back-office service provider. The committee also reviews Value Schools' business practices to maximize efficiency and effectiveness. Committee membership is determined by a majority vote of directors then in office, and typically includes board members and others with particular expertise in finance, accounting, business practices or real estate. The group regularly reports

its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure sound financial operations.

Meeting procedures

Timing, location and notice. Each year at its June meeting, the Value Schools Board of Directors schedules at least five meetings for the upcoming school year, typically in September, November, January, March and June. At times throughout the year, additional board meetings may be convened as needed to act on unforeseen or urgent issues, such as the need to obtain resolutions to pursue facilities or funding opportunities. Board meetings are held within the LAUSD boundaries, usually at one of the Value Schools, in a location sufficiently large to accommodate members of the public who attend. Time is allotted for members of the public to address the board in person or by teleconference as described below.

Consistent with Brown Act requirements, written notice of meeting dates and locations is provided, posted both on the Value Schools website and at University Prep Value High School in a prominent place as close to its main entrance as is practically possible. At least 72 hours before regular meetings, and 24 hours before special meetings, the meeting agenda is posted in the same manner as the notice of dates and locations.

Quorum. A quorum of the board for the transaction of business shall be the greater of a majority of the directors then in office and one-fifth of the authorized directors, but not less than two.

Teleconferencing. For each meeting of the Value Schools Board of Directors, Value Schools shall establish a two-way teleconference location at the schoolsite of each of the charter schools it operates, in compliance with the requirements of Ed. Code § 47604.1(c). Value Schools shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location. During the board meeting, at least a quorum of the members of the board shall participate in the meeting from locations within the boundaries of the jurisdictions of the charter authorizers that have approved the charter petitions of the charter schools operated by Value Schools. Participation in a meeting through use of teleconferencing pursuant to this subsection 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.

Records. The corporate secretary maintains copies of the board's agendas and meeting minutes. Meeting minutes record all board votes, including abstentions and the reasons for them, whether voting occurred at an in-person meeting or by teleconference. These materials

are available on request by e-mail or at the University Prep Value main office, and are posted on the Value Schools website.

Value Schools Major Executive Positions

Chief Executive Officer

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

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

Chief Financial Officer

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

University Prep Value High School Staff and Organization

Principal

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

Faculty & Staff

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

Schoolsite Council

University Prep Value High School's Schoolsite Council (SSC) is constituted at the beginning of each school year in accordance with Cal. Ed. Code § 65000. At the first two parent meetings, parents choose five representatives to the SSC. Five student representatives are chosen by their peers. The faculty chooses six classroom teachers and the non-teaching staff chooses three representatives. The principal serves as the SSC chair. Meetings require a quorum of fourteen, with a majority vote of members present and voting required to approve any proposal.

The Schoolsite Council meets at least five times a year and complies with the Greene Act in its operations; it holds trainings on Greene Act requirements and Robert's Rules of Order during the first meeting of the year in October. Information from SSC meetings is communicated to the Value Schools Board of Directors by the principal.

The SSC participates in the University Prep Value budgeting process before the budget is submitted to the board for approval, provides input on the LCAP, reviews any policies sent to it by the board for review, and serves as the Advisory Committee required by Title I. The SSC also advises on school policies of concern to parents and students (e.g., Title 1 School-Level Parental Involvement Policy, the UPVHS Parent Compact and the UPVHS Single Plan for Student Achievement), and acts as the forum for annual review and updating of the UPVHS Safety Plan required by state law.

English Learner Advisory Committee (ELAC)

This committee works with UPVHS leadership to ensure English Learners receive the services necessary to become proficient in English, enroll in college preparatory classes, and attain higher academic achievement. The ELAC helps to assess needs, set program goals and objectives, and develop a master plan for English Learners at University Prep Value. Membership includes UPVHS administrators, teachers and parents. The percentage of parents of English Learners on the ELAC is at least equal to the percentage of English learners in University Prep Value's total student population. At least one member of the ELAC also serves on the Schoolsite Council.

Other Stakeholder Involvement

University Prep Value builds a safe, nurturing community of scholars by affirmatively seeking as much student, teacher, and parent participation as possible. The administration uses in-school announcements, letters, the parent/student handbook, and the Value Schools website to advertise opportunities by which stakeholders can help guide University Prep Value's educational program and operations and to give notice of meetings and events. The website also provides families easy access to policies and to forms they may use for complaints and requests.

Although the Schoolsite Council takes the lead on helping to develop and update the Local Control Accountability Plan (LCAP), University Prep Value seeks other stakeholder input on the LCAP and other matters throughout the year. University Prep Value holds monthly meetings to inform parents about the Charter School's operations and core values. Most meetings and events are held during evening hours to accommodate parents who work during the day. School-level and subgroup performance data are made available so parents can review student progress. Parents are invited to participate in discussions and surveys to provide input and feedback on spending and program decisions. University Prep Value also invites parents and other stakeholders to participate in college preparation activities such as college/university information nights, college admission workshops, and explanations of student aid opportunities. In addition to college preparation workshops, University Prep Value's Parent Empowerment Center provides counseling, parenting workshops, computer literacy classes and opportunities for parents to practice Value 5 by giving back to the larger community.

Teachers participate in a variety of committees throughout the year to analyze performance data and evaluate program effectiveness. This collaborative process encourages maximum stakeholder involvement in decision making. Additionally, each department meets with the administration in April to discuss the direction for the next school year and to get input from teachers on the upcoming school LCAP and budget. Members evaluate their departments' strengths and areas of growth and discuss what curriculum would best serve to improve student achievement.

Student opportunities for involvement include the Leadership Council, Schoolsite Council, National Honor Society, athletics, a six-week Financial Literacy class and various student-created clubs led by faculty advisors.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

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

Certificated:

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

Classified:

Various Clerical Positions (see master job description for possible job titles)
Director of Campus Potential/School Security Guard
Attendance Specialist (may be certificated depending on who holds position)

Job Descriptions

Position descriptions follow.

Job Description for Position of Principal

General Responsibility

The principal provides overall leadership, direction and management to the University Prep Value community in accordance with the policies and practices of Value Schools.

Supervision

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

Specific Duties

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

Required Qualifications

1. Evidence of agreement with the five core values of Value Schools.
2. A master's degree in school administration (or equivalent).
3. Successful experience as a principal in a private or parochial school or as a principal in a "site-based-managed" public school; or preparation through

- a. on-the-job training by having held a vice-principal (or equivalent) position in a private, parochial or site-based-managed public school; or
 - b. graduate-level education in a program designed to prepare for leadership in private or parochial school.
- 4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
- 5. Fluency in the English language.
- 6. Ability to: read printed materials; respond to oral questions and instructions; orally present information, give directions and answer questions; arrange UPVHS furniture, equipment and materials.

Desired Qualifications

- 1. Five years of successful experience as a principal of a private, parochial or site-base-managed public school.
- 2. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Assistant Principal

General Responsibility

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

Supervision

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

Specific Duties

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

Required Qualifications

- 1. Evidence of agreement with the five core values of Value Schools.

2. A master's degree or California teaching credential.
3. Five years of successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to: read printed materials; respond to oral questions and instructions; orally present information, give directions and answer questions; arrange UPVHS furniture, equipment and materials.

Desired Qualifications

1. Experience working in one of the Value Schools.
2. Preparation by experience or education to be a principal in one of the Value Schools.
3. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Dean of Students

General Responsibility

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

Supervision

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

Specific Duties

1. Performs certain specific duties of the principal that are assigned by the principal.
2. As assigned, helps the principal and assistant principal, if any, with their duties.
3. Participates in the professional development activities established by the principal or by the chief executive officer (or authorized designee).
4. Acts as a role model of the five core values of Value Schools.
5. Supports the philosophy and goals of UPVHS and the mission and goals of Value Schools.
6. Ensures the health, safety and welfare of students and other faculty and staff.
7. Holds confidential matters with appropriate confidentiality.
8. Adheres to all the employee policies and practices of UPVHS and of Value Schools.
9. Works with faculty and staff to:
 - a. create classroom discipline procedures,
 - b. observe classroom management,
 - c. organize meetings with parents and students,
 - d. update emergency procedures in classroom and Charter School,
 - e. help develop sound relationships with students, and
 - f. assure that students demonstrate the values of UPVHS.
10. Works with students to:
 - a. mend and maintain relationships with teachers, students and parents,

- b. assist them with their behavior in the classroom,
 - c. hold them accountable for their actions,
 - d. develop their fullest potential,
 - e. obtain appropriate counseling services, and
 - f. help them understand the need to attend school every day and on time.
11. Works with parents to:
- a. emphasize the importance of academic excellence,
 - b. encourage their parental role in their student's life,
 - c. create a home environment that is safe and conducive to learning,
 - d. solve behavior problems the student exhibits at UPVHS, and
 - e. help reinforce the five values of UPVHS.

Required Qualifications

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

Desired Qualifications

1. Experience working in one of the Value Schools.
2. Preparation by experience or education to be a principal in one of the Value Schools.
3. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Teacher—Core Subjects

General Responsibility

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

Supervision

A core teacher is responsible to the UPVHS principal. The principal may supervise a core teacher directly or assign that supervision to another administrator.

Specific Duties

1. Prepares and delivers instruction.
2. Monitors student acquisition of the learning standards by formal and informal means.
3. Supervises students, models and reinforces responsible student behavior.
4. Provides reports on student progress to all relevant stakeholders.

5. Maintains an environment that is conducive to learning.
6. Participates in planning, budgeting and decision making with the principal as required.
7. Supports and cooperates with other Value Schools faculty and staff in a manner that furthers the successful completion of their duties.
8. Responds promptly and respectfully to inquiries from parents.
9. Attends such parent, community and professional meetings required by the principal.
10. Participates in relevant professional development activities.
11. Acts as a role model of the five core values of Value Schools.
12. Supports the philosophy and goals of UPVHS and the mission and goals of Value Schools.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of UPVHS and of Value Schools.
16. Performs other duties that may be assigned by the principal that further the goals of UPVHS.

Required Qualifications

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

Desired Qualifications

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Teacher—Special Area

General Responsibility

A special area teacher is responsible for facilitating student learning by providing a particular educational service that supplements the work of the core teachers in accordance with the policies and practices of Value Schools. Some examples of special area teachers are: special education and English Language Development teachers and coordinators; school and college counselors; physical education teachers and coaches.

Supervision

A special area teacher is responsible to the UPVHS principal. The principal may supervise a special area teacher directly or assign that supervision to another administrator.

Specific Duties

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

Required Qualifications

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

Desired Qualifications

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Substitute Teacher

General Responsibility

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

Supervision

A substitute teacher is responsible to the UPVHS principal. The principal may supervise a substitute teacher directly or assign that supervision to another administrator.

Specific Duties

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

Required Qualifications

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

Desired Qualifications

1. Successful experience in teaching or in other ways working with students of the age level for which employment is offered.
2. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Special Education Coordinator

General Responsibility

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

Supervision

A special education coordinator is responsible to the UPVHS principal. The principal may supervise a special education coordinator directly or assign that supervision to another administrator.

Specific Duties

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

Required Qualifications

1. Evidence of agreement with the five core values of Value Schools.
2. Bachelor's degree

3. Has the credential required by the Commission on Teacher Credentialing for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to: read printed materials; respond to oral questions and instructions; orally present information, give directions and answer questions; arrange UPVHS furniture, equipment and materials.

Desired Qualifications

1. Successful experience in working with students with disabilities.
2. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Attendance Specialist

General Responsibility

An attendance specialist designs and executes strategies to improve daily attendance and punctuality.

Supervision

An attendance specialist reports to and is evaluated by the Value Schools CEO or designee, with input from the principal of each Value Schools campus to which the attendance specialist is assigned.

Specific Duties

1. Promotes understanding and appreciation of factors that affect the attendance of culturally-diverse student populations.
2. Extracts reports from state and Charter School-based student information systems to identify students to focus on each month during the academic year.
3. Sets monthly attendance goals and meetings with chronically absent students or those at risk.
4. Celebrates successes on a weekly basis to reinforce positive behavior changes.
5. Reports progress to the principal or designee at each school.
6. Provides schoolwide prevention and intervention strategies concerning attendance.
7. Assesses home, school, personal, and community factors that may affect a student's learning and attendance.
8. Identifies and provides intervention strategies for children and their families, including counseling, case management, and crisis intervention.
9. Coordinates family, school, and community resources on behalf of students.

10. Creates communication systems with parents, administration, teachers and other influencers (e.g., coaches, tutors).
11. Plans and executes home visits to reinforce the importance of daily attendance to academic excellence. Uses a team approach and includes influencers as appropriate.
12. Works with mental health workers, law enforcement, housing authority agents and organizations in the community who provide support.
13. Adheres to all the employee policies and practices of UPVHS and of Value Schools.

Required Qualifications

1. Evidence of agreement with the five core values of Value Schools.
2. A baccalaureate degree or higher from a regionally accredited college or university.
3. Basic knowledge of the developmental needs and characteristics of school-age youth.
4. Knowledge of basic attendance rules applicable to charter schools in LAUSD.
5. Experience and skill in communicating with students, families, educators, and administrators.
6. Basic computer skills sufficient to maintain records and create reports.
7. Valid Class C California driver's license, satisfactory driving record and proof of insurance.
8. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
9. Fluency in the English language.
10. Strong knowledge of community partnerships and incentives.

Desired Qualifications

1. Experience working with students, families, and educators
2. A post-baccalaureate degree from a regionally accredited college or university.
3. Fluency in any language other than English that is spoken by 15% or more of the students.
4. Pupil Services and/or single or multiple subject credential.

Master Job Description for Clerical Positions

General Responsibility

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

Supervision

An employee in a clerical position is responsible to the UPVHS principal. The principal may supervise a clerical employee directly or assign that supervision to another staff member.

Specific Duties

1. Performs clerical functions including word processing, data entry, filing, and mailing; answers telephones; schedules events, meetings and appointments, etc.
2. Performs receptionist duties of greeting visitors, answering general inquiries and observing activities on UPVHS premises.
3. Helps to prepare reports and records (attendance, fire drills, inspections, employee work hours, etc.).
4. Calls parents in cases of student absence, emergencies, or as otherwise directed.
5. Manages projects as assigned by the principal.
6. Helps with certain bookkeeping and financial management functions.
7. Purchases office and supplies as directed.
8. Admits tardy students and records their entry into UPVHS.
9. Acts as liaison with members of the community beyond UPVHS.
10. Helps teachers arrange field trips, duplicate materials and order instructional supplies.
11. Attends staff meetings as directed.
12. Participates in professional development activities as directed.
13. Acts as a role model of the five core values of Value Schools.
14. Supports the philosophy and goals of UPVHS and the mission and goals of Value Schools.
15. Ensures the health, safety and welfare of students and other faculty and staff.
16. Holds confidential matters with appropriate confidentiality.
17. Adheres to all the employee policies and practices of UPVHS and of Value Schools.
18. Performs other duties as assigned by the principal that further the goals of UPVHS.

Required Qualifications

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

Desired Qualifications

1. Clerical experience commensurate with position level.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Some college.
4. Knowledge of basic spreadsheet functions.
5. Fluency in any language other than English that is spoken by 15% or more of the students.

Job Description for Position of Director of Campus Potential/School Security Guard

General Responsibility

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

Supervision

A security guard is responsible to the UPVHS principal. The principal may supervise a security guard directly or assign that supervision to another administrator.

Specific Duties

1. Provides a safe, secure environment for students, staff and guests on campus.
2. Establishes and maintains good rapport with students, staff and community members.
3. Regulates student behavior on campus, in cafeterias, restrooms, parking lots and other open areas.
4. Helps faculty and staff defuse problematic situations, consistent with UPVHS policies on responsible behavior and discipline.
5. Detains students suspected of narcotics, tobacco, or alcohol infractions.
6. Patrols campus; greets and directs visitors; checks for passes and identification cards as needed; and handles safety situations posed by unauthorized persons.
7. Acts as a role model of the five core values of Value Schools.
8. Supports the philosophy and goals of UPVHS and the mission and goals of Value Schools.
9. Holds confidential matters with appropriate confidentiality.
10. Adheres to all the employee policies and practices of UPVHS and of Value Schools.
11. Performs other duties that may be assigned by the principal.

Required Qualifications

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

Desired Qualifications

1. Successful experience as a school security guard.
2. Fluency in any language other than English that is spoken by 15% or more of the students.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited

to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

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

Safety, Health & Wellness

University Prep Value High School maintains comprehensive policies to ensure the health and safety of its students, staff, parents and others who may be on school premises.

A comprehensive safety plan, developed with input from a wide range of stakeholders including fire and police department representatives as well as parents, students, school personnel and others in the surrounding community, is reviewed and updated annually by March 1. That plan identifies strategies and programs to provide a high level of safety and describes how University Prep Value will comply with applicable laws including pertinent sections of the Ed. Code. The plan's elements will, at a minimum, include procedures for conducting tactical responses to criminal incidents as well as the elements required by Ed. Code §32282(a)(2)(A)-(H):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act listed in Ed. Code §48915(c) and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Ed. Code §49079
- A discrimination and harassment policy consistent with Ed. Code §200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of students, parents, and employees to and from University Prep Value
- A safe and orderly environment conducive to learning

Value Schools and UPVHS policies cover the following areas:

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

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

- University Prep Value will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the school's nutrition and physical activity policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Department of Agriculture's Dietary Guidelines for Americans.
- Via a food-service contractor that specializes in school nutrition programs, qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; UPVHS will provide clean, safe, and pleasant settings and adequate time for students to eat.
- University Prep Value will provide at least one nutritionally adequate free or reduced-price meal each day to students who meet the pertinent federal eligibility standards, as it currently does for all students. To the maximum extent practicable, the Charter School will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, and Fruit and Vegetable Snack Program).
- University Prep Value High School will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Specific goals have been adopted in the following areas:

- Nutritional quality and portion sizes of foods and beverages sold and served on campus, including both government-supported food programs and foods and beverages sold individually
- Qualifications of school food service staff
- Discouraging the sharing of foods and beverages
- Healthy choices in fundraising activities, rewards, celebrations, and school-sponsored events
- Nutrition and physical activity promotion and food marketing, appropriate to grade level, using a sequential, comprehensive, and standards-based program
- Integrating physical activity into the classroom setting

- Communicating with parents about the importance of healthy diets and daily physical activity for their children, encouraging good practices in these areas, and supplying resources to educate them on ways to achieve these goals outside school
- Appropriate food marketing in school consistent with University Prep Value's standards
- Staff wellness
- Physical activity opportunities and physical education, including daily physical activity and physical activity opportunities before and after school

From each of the schools it operates, Value Schools obtains a baseline assessment of the school's nutrition and physical activity status. A CMO-level nutrition coordinator regularly monitors and reviews policies and compliance to ensure that its charter schools achieve the standards set by the Wellness Policy.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

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

Most University Prep Value students come from nearby neighborhoods. The population of these neighborhoods is largely Latino, so University Prep Value has a disproportionately high number of Latino students compared to district-wide percentages, but is ethnically almost identical to traditional public schools in the surrounding area. University Prep Value will continue to implement strategies to add African-American, Asian, Caucasian, and other students to its student body. These strategies include reaching out to schools in Koreatown, South Los Angeles, the Pico-Union district, West Adams area, and the Rampart district. UPVHS recruitment literature is prepared English, Spanish and Korean.

The UPVHS recruitment team is a diverse group of teachers with Latino, African-American and Asian-American backgrounds. Although recruitment efforts will continue throughout the year, especially concentrated efforts will be made in the fall (all of October) and in the first week of December, when University Prep Value will reach out to community organizations and to public and private middle schools to attempt to attract a diverse applicant pool. UPVHS recruits prospective students throughout the year, but especially in the fall. Based on scheduled 2019 activities, University Prep Value also expects to participate in events or recruit at these Los Angeles locations:

- KIPP L.A. High School Fair at LA Plaza de Cultura y Artes, 501 N. Main St., 90012 (September 2020)

- Monseñor Oscar Romero Charter School (high school recruiting night, October 2020)
- Vista Charter Middle School High School Fair, 2900 W. Temple St, 90026 (November 2020)
- New Heights Charter School, 2202 W. Martin Luther King, Jr. Blvd, 90008 (date TBD)
- First African Methodist Episcopal Church Annual College and Career Fair, 2270 S. Harvard Blvd, 90018 (date TBD)
- Equitas Academy #2, 2723 W. 8th St., 90005 (date TBD)
- Local Korean Churches

All families from diverse backgrounds are encouraged to seek, to explore, and to inquire about University Prep Value, and the Administration will make every effort to encourage them to enroll their children. UPVHS students give guided tours to teachers and students from the feeder school they came from, such as Equitas Academy, Monseñor Oscar Romero Charter, Rise Kohyang Middle School, or New Heights (as well as Downtown Value and Everest Value). In our efforts to enroll a diverse pool of applicants, University Prep Value High School will look to nearby neighborhoods that may have diverse racial/ethnic populations and actively recruit in those neighborhoods as well. To do so, University Prep Value will advertise, by posters or flyers and, when possible, in-person gatherings, at the following locations in Los Angeles:

- Korean Education Center, 680 Wilshire Pl, 90005
- Toberman Recreation Center, 1725 Toberman St., 90015
- Normandie Park Recreation Center, 1550 Normandie Ave., 90006
- Roy A. Anderson Recreation Center (EXPO Center)
- Red Shield Youth and Community Center, 1532 W. 11th St., 90015

Value Schools maintains a website that informs families of prospective students about their school choices and the advantages of attending one of the *Value Schools* charter schools. Specific information about University Prep Value High School is included on that site to encourage parents to consider it as an educational option. University Prep Value High School is included on information sites about charter schools such as those maintained by the LAUSD and the California Charter Schools Association. Written materials are also maintained at the Charter School site, and are mailed to the families of prospective students on request.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

The requirements for admission to University Prep Value High School are as follows:

1. The student must be a resident of the state of California.

2. The student must be eligible to enter the ninth grade.
3. The student must not have completed the twelfth grade.

Student Recruitment

University Prep Value High School primarily recruits students from the neighborhood in which it is located. As is true for surrounding schools, the student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced price meals). The traditional public schools in the surrounding area have low achievement profiles. University Prep Value reaches out to students from these schools to inform them of their educational choices. Recruiting, advertising and outreach materials make it clear that University Prep Value High School welcomes all students, including those with disabilities.

Admission Priorities

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

Lottery Exemptions

Students currently enrolled in University Prep Value High School are exempt from the lottery.

Lottery Preferences

1. Students living within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(d)(2)(B).
2. Second preference is given to siblings of children currently enrolled in University Prep Value High School, to promote educational continuity and family unity and convenience.
3. Third preference will be given to siblings of children currently enrolled in another school in the Value Schools network, to the extent permitted by law, to promote educational continuity and family unity and convenience.
4. Fourth preference, up to 10% of enrollment, is given to children of University Prep Value's staff or of members of the Value Schools Board of Directors to promote board involvement, regular school attendance and staff retention.

Admission Process

1. Parents seeking to enroll a new student in the school submit a lottery application. Lottery applications for the upcoming year are available throughout the year at the school and on the school's website. These applications list the date, time and place of the lottery. Enrollment is open all year except from the close of business on the Monday before the lottery draw to the morning following the draw.
2. The lottery application asks for the student's name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for a lottery preference.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the Intent to Re-enroll Form, those students are counted as returning for purposes of calculating the number of available seats in each grade.

4. The lottery draw is held in January, typically on the second Friday of the month. The first lottery draw of the new charter term, if needed, will occur at 8:00 AM on January 15, 2021. The lottery is held at University Prep Value High School in its Community Room unless the number of attendees necessitates a move to a larger area on the campus. Attendance at the lottery is not required for admission to the school.
5. The lottery draw is conducted by the school administration. One staff member chosen by the faculty and one parent representative chosen at a parent meeting oversee the lottery process and verify that it was fairly executed according to these procedures. District representatives are welcome to attend the lottery drawing.
6. If the number of applicants at any grade level does not cause the enrollment of that grade level to reach its capacity, all the applicants are accepted.
7. If the number of applicants with lottery preferences exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of only the applicants on the list of applicants with preferences, in the order of priority listed above. The names drawn first are accepted for admission until all seats are filled, with any remaining names placed on a waiting list in the order their names are drawn.
8. Once the waiting list of students with lottery preferences is established, the principal or principal's designee randomly draws names from the remaining applicant pool and places them on the waiting list in the order the names are drawn.
9. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which they are received.

Public notice of admission process

1. All applicants to University Prep Value High School are given a written description of the rules governing the admission process when they submit a lottery application.
2. In addition to being included on the lottery application, notice of the date, time and place of the lottery is posted in a prominent place near the entrance to the school most commonly used by the public and on the Value Schools website.
3. Within twenty-four hours after the lottery, names of those selected by lottery are posted in a publicly accessible section of the UPVHS building.
4. As noted in "Admission Process" above, attendance at the lottery is not required for admission to the Charter School. Parents may contact University Prep Value's main office to learn the outcome of students' lottery applications, i.e., admission or place on a waiting list.

Enrollment

1. Before a student attends University Prep Value High School for the first time, but only after the student has been admitted, the family is asked to complete an enrollment form by which the school obtains additional information about the student and family.
2. A member of the school's clerical staff notifies those selected for admission, in the order of their lottery draw, to notify them of admission and begin the enrollment process. If the staff member is unable to reach a parent directly, he or she will leave a message

asking the parent to call for an appointment. If, after two business days, the parent fails to indicate an intent to enroll, that student's name is moved to the end of the waiting list.

3. At the time of contact with a parent, an appointment is scheduled for the parent to complete the enrollment form, either in a group meeting or individually. Appropriate accommodations are made for parents/guardians who cannot attend an appointment during regular office hours, including extended office hours and the opportunity to submit the enrollment form by alternative means including mail or email. UPVHS staff members offer assistance to parents, in person or on the telephone, who need help filling out the form.
4. If the parent fails to keep the scheduled enrollment appointment and does not appear for a rescheduled appointment date, or fails to submit the enrollment form within five business days, that student's name is moved to the end of the waiting list.

Waiting list

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

Lottery records

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

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Selecting the Auditor Approved by the State Controller

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

reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit

With the assistance of a back-office service provider, the Value Schools CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records requested by the auditor. The principal of University Preparatory Value High School provides information to the CFO or to the auditor as requested. The Value Schools CEO is available to meet with the auditor to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

Correcting Issues Identified in the Audit

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

Submitting the Audit to Required Agencies

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

University Prep Value High School's values-based school climate/student discipline system is consistent with the principles of the District's *Discipline Foundation Policy*, *School Discipline Policy* and *School Climate Bill of Rights* resolution in that it uses schoolwide positive behavior support and discipline prevention; implements tiered behavior intervention; employs multiple alternatives to in-school and out-of-school suspension; and, as described in Element 1, provides professional development to teachers, administrators, and staff on all aspects of the UPVHS discipline policies.

University Prep Value maintains a positive behavior philosophy, with modeling and reinforcement of positive behavior and lifestyle choices. Discipline policies focus on the students' rights and responsibilities while on school grounds and at school activities, as well as the school's options for dealing with challenging behavior. UPVHS uses alternatives to suspension to support students when behavioral missteps occur, including conversations with teachers, administrators and parents; Community Time sessions in which students are able to

reflect on their actions and make amends to the community; and tiered interventions of increasing severity. (See “Preference for Interventions Over Sanctions” below.) Following general principles of due process, the UPVHS discipline policies shall not be discriminatory, arbitrary or capricious. The policies are adapted as needed to take account of the provisions of the IDEA and other considerations common to students with special needs.

Responsible Behavior for Students

Responsible behavior is a hallmark of University Prep Value because it reflects the five core values, particularly the values of respecting others and building a safe and nurturing community. These values are closely aligned with the principles of the District’s *Discipline Foundation Policy*. Students learn these values and how they relate to their educational experience throughout their UPVHS tenure, as described more fully in Element 1. The emphasis on these values results in such habits as:

- Politeness and courtesy to all (e.g., teachers, students, volunteers, visitors).
- Kindness in words: Statements that degrade another are not acceptable; language that is crude, obscene or in may be considered sexual harassment is unacceptable; bullying or threats to a person’s well-being—even if made in jest—are not acceptable.
- Kindness and justice in actions: It is never acceptable to engage in acts of physical violence of any kind (including pushing, shoving, tripping and fighting); to take, destroy or reduce the value of another’s property (including the community property of the school); or to display lewd behavior, signs or gestures.
- Making healthy choices (including avoiding tobacco, e-cigarettes/vaping, controlled substances and alcohol).

Respecting human dignity includes tolerance of another’s rights and differences, but goes beyond tolerance. Humans have the opportunity to benefit from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such habits as:

- Cooperation with teachers and students in academics and other activities.
- Honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation.
- Resolving differences peacefully: seeking a way to live and work together so that everyone can benefit; being open to bringing in another person (usually an adult) who can help find a solution that works for everyone.
- Helpfulness: seeking help for those who are physically sick or injured, or who are psychologically suffering (e.g., from substance abuse or depression, family difficulties or separation, conflicts with school or friends, peer or gang pressures).
- Carefulness: following safety rules so that all can feel and be secure.
- Regular attendance: recognizing that frequent absences affect not only one’s own education but the resources available to all.

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

- Striving to do one’s best at all times.
- Paying attention in class and following teacher directions.
- Doing homework and other assignments in a timely fashion.
- Helping others to do their work where appropriate.

Preference for Interventions Over Sanctions

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

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

1. Interventions by Classroom Teachers

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

2. Interventions by Administrators

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

- Formulate a schoolwide behavior plan.

- Identify additional staff members for mentoring or support.
- Convene SSP meeting to explore unmet learning or social needs.
- Recommend and arrange individual and family counseling.
- For attendance-related issues, follow up with attendance specialist or other approved protocol.

3. Interventions by Counselors

- Explore root causes of inappropriate behaviors.
- Screen for common mental health problems (e.g., trauma, depression, bullying, gender confusion or sexual orientation issues, eating disorders, anger, drug use, etc.).
- Set up individual or group sessions to teach coping skills.
- Refer student to other mental health professional if needed.

4. Interventions by Parents¹³

- Meet with teachers and administration to discuss behaviors.
- Reinforce positive changes at home.
- Coordinate behavior plans with school and home.
- Arrange for outside support, if needed.

Sanctions Other Than Suspension and Expulsion

1. Opportunity for make-up work, with support if necessary.
2. Making restitution for offense, under the principles of Restorative Justice.
3. Loss of privileges, such as attending field trips or participating in athletics.
4. Assigned detention.

Restorative Justice plans are tailored to the individual situation by the dean of students, principal and teacher. For example, a student who commits vandalism may help in a campus beautification project. A restorative justice plan is written with clear criteria explaining the behavior necessary for the student to return to normal standing in the community, and the plan is given to the student's parents.

While the restorative justice plan is in operation, the student checks in daily with the dean of students or another staff member who is part of the restorative justice plan. That person meets daily with the teachers to monitor the student's compliance and determine whether any modifications are needed.

University Prep Value uses DeansList discipline management software to manage and track disciplinary interactions and to view individual student's discipline records. It documents

¹³ References to "parents" include legal guardians and other educational rights holders, regardless of familial relationship.

student and teacher actions and interventions attempted for each student. DeansList then produces reports that provide school data and trends of positive and negative behaviors.

Suspension and Expulsion – Overview

Consistent with its preference for intervention over sanctions, UPVHS implements a discipline structure that favors the least severe sanction necessary to maintain school safety and maximize student learning. Except where suspension and recommended expulsion are mandatory, as described below, the principal may authorize an in-school or out-of-school suspension.

Students assigned to in-school suspension are removed from their regular classes and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community. Suspensions, including in-school suspensions, are discussed in more detail below in the “Suspension Procedures” section.

As Cal. Ed. Code §47605(b)(5)(J) requires, University Prep Value shall not involuntarily disenroll, dismiss, transfer or terminate a student for any reason unless the student’s parent or guardian has been given written notice of intent to remove the student. That notice must:

- Be provided no less than five school days before the effective date of the action;
- Be written in the student’s native language or that of the student’s parent, guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and
- Inform the recipient(s) of the basis on which the pupil is being involuntarily removed and his/her right to request a hearing to challenge the involuntary removal before the action is taken. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall use the same hearing procedures described below for expulsions, before the effective date of the action to involuntarily remove the student. If the parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until University Prep Value issues a final decision.

As used here, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Expulsion or Suspension

State law prescribes the offenses for which a student must be immediately suspended pending a required recommendation of expulsion. These are listed in the first category below. In categories 2 and 3, the behaviors or offenses listed may be grounds for in-school or out-of-school suspension, or for expulsion, depending on the severity of the offense and the safety needs of the rest of the school community.

1. Grounds for Suspension *and* Expulsion (Mandated)

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

- a. Possessing, selling, or furnishing a firearm.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
- e. Possession of an explosive.

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

2. Grounds for Suspension *or* Expulsion (Limited Principal Discretion)

The principal shall recommend expulsion of a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate, in which case the principal may initiate suspension procedures:

- a. Causing serious physical injury* to another person, except in self-defense.
- b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance listed in Health and Safety Code Section 11053 *et seq.*, except for either of the following:
 - i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d. Robbery or extortion.
- e. Assault or battery, as defined in Penal Code §§240 and 242, upon any school employee.

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

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

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

3. Grounds for Suspension or Expulsion (Broad Discretion)

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

- a. Attempted to cause or threatened to cause physical injury to another person; or caused physical injury to another person except as described in Section 2.a. above regarding serious injury, Grounds for Expulsion (Limited Discretion).
- b. Willfully used force or violence upon the person of another, except in self-defense.
- c. Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
- d. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e. Caused or attempted to cause damage to school or private property, which includes, but is not limited to, electronic files and databases.
- f. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Possessed or used tobacco or any tobacco products.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- j. Knowingly received stolen school or private property, which includes, but is not limited to, electronic files and databases.
- k. Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.
- l. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- m. Committed sexual harassment (applicable to grades 4 through 12 only).
- n. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).
- o. Intentionally engaged in harassment, threats, or intimidation against Value Schools personnel or volunteers or pupils (applicable to grades 4 through 12 only).
- p. Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases.
- q. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r. Engaged in, or attempted to engage in, hazing.
- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Suspension/Expulsion Procedures

General

The principal has the authority to suspend and to recommend expulsion, subject to the due process rights of students and parents.

In determining whether an offense warrants expulsion or a lesser sanction, such as in-school or out-of-school suspension, the principal considers:

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

Based on the above considerations, the principal will exercise his/her discretion to assign a student to either in-school or out-of-school suspension, consistent with the procedures below, or otherwise recommend expulsion.

The maximum consecutive number of school days for an in-school or out-of-school suspension for a single incident is five, although an in-school suspension of such length would be highly unusual. The maximum total number of days for in-school or out-of-school suspension during the school year is twenty school days unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal. The maximum total number of in-school or out-of-school suspension days for students with disabilities is ten school days. At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents are able to understand and participate in the process. Reasonable accommodations are made to ensure parents who wish to attend a conference or hearing are able to do so.

When the dean of students learns from staff that a disciplinary incident needs investigation, he or she immediately attempts to contact the parents to inform them that an investigation regarding their student has begun and that the investigation could lead to a temporary or permanent removal from the classroom. In a typical investigative process (i.e., a non-emergency situation), the dean gathers known witnesses to the incident and asks each to write an account of the event in question. If more witnesses are discovered through this process, they are asked to submit witness statements as well. Witnesses who need help writing the statement (e.g., because of language, maturity or developmental barriers) may dictate it to the dean. The dean reads the witness statements and conducts interviews with witnesses to clarify the facts. These interviews are conducted in the spirit of the core values, with the goal of reinforcing principles of honesty and community. With the facts determined, the dean interviews the accused student to learn that person's side of the story. The dean then submits the evidence to the principal. If necessary, the principal may conduct follow-up interviews with witnesses to clarify the evidence. Based on that investigation process, the principal contacts the parents to let them know whether the matter has been resolved or will proceed to a suspension conference.

Suspension Procedures

Notice to Parents/Guardians; Informal Pre-suspension Conference

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

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

Suspension in non-emergency situations. In all non-emergency situations that appear to warrant suspension, a school administrator (typically the dean of students) will attempt to contact, by telephone or in person, the student’s parents to explain the situation and to schedule an informal pre-suspension conference within two school days. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension, which shall be no longer than five consecutive school days for a single offense or incident. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held.

Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student’s presence is required. Parents are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent to attend the conference.

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

Activities During Suspension

Both in-school and out-of-school suspensions are intended to maintain safety and order, modify behavior, and continue the education of the suspended student.

In-school suspensions are usually served in the principal’s office or other non-classroom space depending on who is overseeing the student during the suspension (typically the dean of

students or the principal). During teacher preparation times throughout the day (e.g., before school, at lunch or nutrition breaks), classroom teachers provide one-on-one instruction about the day's lessons and assign suitable work. The student has access to appropriate educational supports during the suspension (e.g., the ability to pose questions to the student's regular teachers). The suspension monitor acts as a liaison with the teachers and, if necessary, arranges classroom coverage by a properly credentialed staff member to permit a teacher to assist the suspended student. The dean of students also oversees any restorative justice component of the suspension that may be assigned for the student to perform, such as during recess or lunch periods.

During an out-of-school suspension, teachers give the student assignments and homework to minimize the loss of schooling. The assignments are listed on PowerSchool, which is accessible from home or at school. The principal or dean of students meets with students returning from suspension to determine whether assignments have been completed and to offer the opportunity to make up any missed tests.

Appeal of a Suspension

Any appeal from the decision to suspend must be made in writing to the Chief Executive Officer (CEO) of Value Schools within five calendar days after the student and parents receive written notice of the decision of the principal or designee. The written appeal must specify the grounds for the appeal; that is, what provision of law, University Prep Value's charter or the Parent/Student Handbook is claimed to have been violated or misapplied in the suspension process. Within five calendar days of receiving notice of the appeal, the Chief Executive Officer of Value Schools shall notify the parents of the following:

- When and where the informal hearing will be held, which must be no later than fourteen calendar days after the appeal has been received by the CEO.
- Who will conduct the hearing (the CEO or, in the event of a conflict, an administrator who is employed at a different Value Schools campus and who is not familiar with the events at issue).
- Who may attend the informal hearing, including at least the parents, counsel or non-attorney advisor, and student.
- How to request reasonable accommodations and language support if needed.
- What types of evidence or testimony will be considered, e.g., documentary or testimonial evidence that proper procedures were not followed at the school level.
- The standard of review, indicating that the principal's decision shall be affirmed unless the CEO or designated appeal officer determines that the principal committed manifest error or a procedural error that prejudiced the due process rights of the student or parent/guardian.
- What the possible outcomes of the hearing may be, e.g., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level.
- When a final decision will be made, which must be no later than three calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the Value Schools CEO) is final. If the decision to suspend is reversed, records of the initial decision are removed from the student's file.

Expulsion Procedures

Recommendation for Expulsion

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

Suspension Pending Expulsion Hearing

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

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

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

For suspension periods not requiring an interim placement, the suspended student's advisory teacher continues to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments is sent to the student's parents and all needed materials are made available for pick-up in the UPVHS main office. The assignments are also listed on PowerSchool, to which the student and parents have access.

Completed student work sent or delivered to the UPVHS main office is graded in a timely manner by the teacher of each subject. Feedback is given regularly, electronically if possible or by mail or office pick-up as parents request. Completed assignments are given credit toward trimester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), comparably challenging alternative assignments are used.

Expulsion Hearing

The Value Schools Chief Executive Officer appoints a three-person Discipline Review Committee (DRC) whose members were not involved with the incident. At least two members must be certificated, and at least one member must be an administrator from another Value Schools campus. The DRC may not include the UPVHS principal, any of the student's current teachers or coaches, the Reviewing Officer, or the CEO.

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

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

- The date, time and place of the hearing, and options for obtaining a reasonable postponement to prepare for it.
- A statement of the charges and offense(s) believed to warrant expulsion and the facts upon which they are based.
- The disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the student's parents to appear in person at the hearing.
- The opportunity for the student to be represented by counsel or a non-attorney advocate.
- Options for reasonable accommodations and language support if needed.
- The right to examine and acquire copies of all documents to be used at the hearing.
- The opportunity to cross-examine all witnesses who testify at the hearing.
- The opportunity to present evidence and witnesses on behalf of the student.
- The intention to hold the hearing in a closed session (complying with all pupil confidentiality rules under FERPA) unless the student or his/her parents make a written request, at least five (5) business days before the hearing, for a public hearing in open session.

Record of Hearing

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

Presentation of Evidence

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

In the event of an expulsion hearing involving a sexual offense, the DRC will consult with a mental health professional or victims' rights advocate for advice concerning the unique needs of any witness, including a complaining witness, to permit a full examination of the facts while protecting the rights of all persons involved. Complaining witnesses in sexual assault or battery cases will be provided with a copy of the applicable disciplinary rules and advised of their rights: (a) to receive five days' notice of their scheduled testimony, (b) to have up to two adult support persons of their choosing, including parents or legal counsel, present in the hearing when they testify, and (c) to have the hearing closed for the duration of their testimony. Any complaining witness will also be provided a room separate from the hearing room to use before testifying and during breaks.

In addition to ensuring these rights, the DRC will attempt to minimize the discomfort and potential intimidation of any complaining witness, unless good cause is shown that such accommodations would prejudice the rights of the student whose alleged infraction is under consideration. Such measures may include non-threatening seating arrangements, breaks in examination or cross-examination during which the witness may leave the hearing room, and limiting the witness's testimony to normal school hours.

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

Discipline Review Committee Decision

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

its findings of fact and its conclusions concerning expulsion or non-expulsion and delivers it to the principal.

Notice of Decision

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

Appeal of an Expulsion

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

Within ten calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools sends, by regular and certified U.S. mail, a letter to the parents/guardians notifying them of:

- When and where the hearing will be held, which shall be no later than fifteen business days after the CEO receives the appeal; if appellant requests an extension, a hearing date will be set within 30 business days of the appeal notice.
- Who will conduct the appeal hearing – the Value Schools Board of Directors.
- Who may attend the hearing, including at least the parent/guardian, counsel or non-attorney advisor, and the student.
- Their option to waive the right to a hearing and to have the Value Schools Board of Directors decide the matter based on their written appeal and the materials in the record of the matter being reviewed, and how to exercise that option.
- Options for reasonable accommodations and language support, and how to request them.
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence concerning the event under discussion and/or the original hearing.
- The standard of review, indicating that the DRC's decision shall be affirmed unless the Value Schools Board of Directors determines that the DRC committed manifest error or that a procedural error by the DRC prejudiced the due process rights of the student or parent/guardian.
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action.

- When a final decision will be made, which must be no later than three calendar days after the hearing or, if the hearing is waived, final submission of the record to the Value Schools Board of Directors.

All timelines may be shortened or extended by mutual agreement, and agreement is not to be unreasonably withheld by the Charter School. The Value Schools Board of Directors' written decision will be sent by certified and regular U.S. mail to the appellants not later than three calendar days after the conclusion of the hearing, if any, or the receipt of the full record and written submissions. The decision of the DRC shall not be reversed arbitrarily or capriciously.

If an appeal hearing is held, University Prep Value will make and maintain a reasonably accurate and complete record of the hearing, and may do so by any practicable means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians as soon as possible.

UPVHS also provides post-expulsion support to expelled students and their families to facilitate continued access to education. In the event a student must be expelled, University Prep Value will work cooperatively with the parents, the student's public school district of residence, and others to assist with the student's educational placement, and will provide parents/guardians with contact information for the Los Angeles County Office of Education for support to find an alternative placement. UPVHS will notify the school or district in which an expelled student will next be enrolled of any and all incidents of violence or of behavior that was threatening to the well-being of any person. University Prep Value shall be responsible for the appropriate interim placement of students during and pending the completion of its student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Reinstatement and Readmission

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

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

Element 11 – Employee Retirement Systems

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

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

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

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

Responsible staff

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

Coverage offered

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

As a school of choice, University Prep Value High School does not restrict enrollment to pupils in the Los Angeles Unified School District. Applicants will be informed of their public school attendance alternatives during the lottery and enrollment processes by referral to resources such as the LAUSD’s CHOICES brochure and website.

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

Principal

University Prep Value High School

c/o Value Schools

680 Wilshire Place, Ste 315

Los Angeles, CA 90005

- 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

Principal
University Prep Value High School
c/o Value Schools
680 Wilshire Place, Ste 315
Los Angeles, CA 90005

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue

Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

“Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

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

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

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

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

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

- Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
-
- Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

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

Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agents

In the event that University Prep Value High School closes, the Chief Executive Officer and Chief Financial Officer of Value Schools will serve as closure agents.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

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

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

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

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

Non-District-Owned Facilities

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

policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District

which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed*

excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from

the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of

Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

University Preparatory Value High (also referred to herein as “University Prep Value,” “UPVHS,” 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.¹⁴

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

¹⁴ 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.

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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a

person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not

directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery

and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. 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

Principal
University Preparatory Value High
c/o Value Schools

680 Wilhire Place, Ste. 315
Los Angeles, CA 90005

- 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

Principal
University Preparatory Value High
c/o Value Schools
680 Wilshire Place, Ste. 315
Los Angeles, CA 90005

- 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.
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- 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.
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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).)