



BERTCORONA
CHARTER HIGH SCHOOL

**LAUSD BOARD
APPROVED**



**09/24/19
(BR 064-19/20)
TERM: 2020-2025**

Charter School Renewal Petition

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**Submitted To:
Los Angeles Unified School District
Charter Schools Office
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Submitted on: Tuesday, July 30, 2019

for

Term July 1, 2020 – June 30, 2025

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Assurances, Affirmations, and Declarations

Bert Corona Charter High (also referred to herein as “BCCH” 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 admissions 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.

Table 1.1 General Information

GENERAL INFORMATION	
• The contact person for Bert Corona Charter High is:	Yvette King-Berg
• The contact address for Bert Corona Charter High is:	12513 Gain Street, Pacoima, CA 91330
• The contact phone number for Bert Corona Charter High is:	(818) 726-8883
• The proposed address or ZIP Code of the target community to be served by Bert Corona Charter High is:	91330
• This location is in LAUSD Board District:	District 6, Kelly Gonez
• This location is in LAUSD Local District:	Local District Northeast
• The grade configuration of Bert Corona Charter High is:	9 th through 12 th
• The number of students in the first year will be:	285 students
• The grade level(s) of the students in the first year will be:	9 th through 12 th
• Bert Corona Charter High School's scheduled first day of instruction in 2020-2025 is:	August 12, 2019
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Bert Corona Charter High regardless of student residency.)	500 students
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Bert Corona Charter High will be:	Block Schedule-See Table 1.22
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

1.2 Community Need for Bert Corona Charter High

The Bert Corona Charter High is located in the East San Fernando Valley, a cohesive community within the City of Los Angeles. This area of Los Angeles was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany inadequate educational resources and cultural isolation, and it was families who both initiated and have sustained the work of the school. The Bert Corona Charter High offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

The Bert Corona Charter High ensures that middle school students have access to a small high school in their neighborhood, and allows them continued support in overcoming barriers and empowers them to succeed well beyond high school, while simultaneously calling upon the memory of Bert Corona to inspire them to provide service to their community. The community, parents and students requested and expressed a need for the Bert Corona Charter High School. Many of our students have been with us since sixth grade and are accustomed to the curriculum, high expectations, and the opportunity for college preparatory academic achievement. The Bert Corona Charter High School's intent is to provide students with ongoing educational support and educational access in a small learning community.

Bert Corona Charter High knows that for our students to be successful, all stakeholders need to work as a team in supporting all of our students towards their academic achievement. We continue to focus on training our parents on the Common Core State Standards, and helping them understand the requirements of CAASPP, as well as engaging them in support of their child's educational goals. We also conducted Town Hall meetings with local and state policymakers to provide our parents' access to educators in our community. Bert Corona Charter High has undertaken ongoing professional development, trainings, and workshops for our parents to ensure that they understand student data, grades, college readiness, and the procedures and expectations of our school.

Leadership, Teachers Implementation, Monitoring of Student Achievement

A key component of Bert Corona Charter High initiatives is to provide staff continuous opportunities for professional development, reflective dialogue about teacher practices, and analysis of student achievement data in a supportive environment. To this end and in order to meet our overall vision of college-ready academic achievement, the following communication structures were implemented:

1.2.1 Academic Performance Data

School Improvement Plans and Data Analysis Progress

- High Rates of College Acceptance
 - 100% of the BCCH's Class of 2019 (42) students have been accepted to the 32 colleges and universities listed below.
- Access and equity for all BCCH students
 - 100% of BCCH's students take a college preparatory scope and sequence of UC-approved A through G courses in order to graduate with a diploma.

Table 1.2: Bert Corona High School 2019 32 College Acceptances

Community Colleges	Private
<ul style="list-style-type: none"> • College of the Canyons • Los Angeles Mission College • Pierce College 	<ul style="list-style-type: none"> • Cal Lutheran • Columbia College Hollywood • Dean College • Dominican University • Grand Canyon University • Luther College • Mount Saint Mary's University • Vanguard University • Woodbury University
State Universities	UC
<ul style="list-style-type: none"> • Chico State • CSU Bakersfield • CSU Channel Islands • CSU Dominguez Hills • CSU East Bay • CSU Fullerton • CSU Los Angeles • CSU Monterey Bay • CSU Northridge • CSU San Bernardino • San Francisco State University • Sonoma State University • Humboldt • Iowa State University • Northern Arizona University 	<ul style="list-style-type: none"> • University of Iowa* (Research) • UC Berkeley • UC Davis • UC Irvine • UC Merced

BCCH Student Acceptance Letters 2019

In 2017-2018 BCCH Adjusted Cohort Graduation Rate was 91.7.

Table 1.3: Adjusted Cohort Graduation Rate

School	Adjusted Cohort Graduation Rate(%)
Bert Corona Charter High	91.7
Sun Valley High	81.1
Arleta High	93.5
John H. Francis Polytechnic	88
Cesar Chavez Learning Academies Technology Preparatory Academy	87.0
Resident Schools Median	87.5
Los Angeles Unified	76.6

LAUSD Data Set 2019

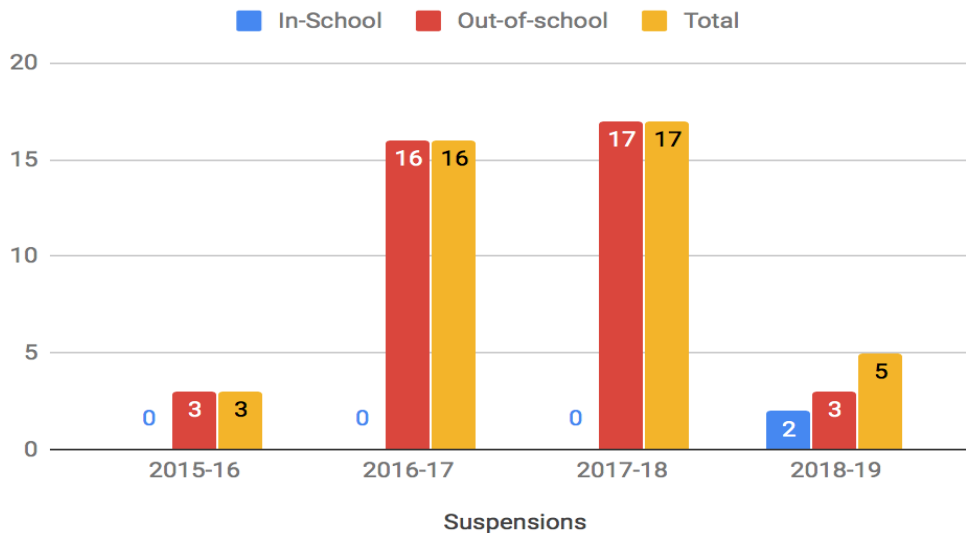
BCCH's Adjusted Cohort Graduation Rate (ACGR) is 91.7, which is 4.2 points greater than The Resident Schools Mean of 87.5 and is 15.1 points greater than Los Angeles Unified School District ACGR of 76.6. This report displays the Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Suspensions:

Table 1.4: BCCH Suspensions

Suspensions	In-School	Out-of-school	Total	Rate
2015-16	0	3	3	
2016-17	0	16	16	9.3%
2017-18	0	17	17	6.7%
2018-19	2	3	5	2%

In-School, Out-of-school and Total



cde.ca.gov Dataquest 2019

Bert Corona Charter High has reduced their suspensions by 2.6% between 2017 and 2018. BCCH is focusing on the use of Positive Behavior Intervention and Support (PBIS) throughout the school community. A decrease in suspension has been realized this school year. A full-time Coordinator of School Climate and Culture has assisted BCCH to identify the students who need additional social-emotional support, and they also have the opportunity to participate in a group counseling session with a local nonprofit, with parent permission, on campus.

SBA Achievement Level Distribution

Table 1.5: English Language Arts/Literacy (CAASPP)

ENGLISH LANGUAGE ARTS/LITERACY (CAASPP)	2017	2018
Exceeded or Met	23.08%	45.45%
Nearly Met or Not Met	76.93%	54.54%

cde.ca.gov Dataquest 2019

The combined growth of 22.34% in ELA “Met” and “Exceeded” bands was the biggest improvement in ELA for an independent charter school in LAUSD. “Biggest improvement is defined as the greatest gains in scale score points towards grade level standards on average for a school between 2016-17 and 2017-18,” according to the [California Charter Schools Association](#).

The significance of the increase can be attributed to several facets of the YPICS educational model. All EL students at YPI Charter Schools are enrolled in SFA courses, which teach informational text reading instruction. To support the rehearsal of this instruction, all students are issued an Achieve 3000 account, which provides an adaptive instructional environment, with real-time feedback, in which to practice the reading comprehension of informational text. The school also provides small-group instruction using objective criteria codified in performance rubrics, and students are not moved into more advanced instruction until demonstrating mastery of prerequisite skills.

Graph 1. 1: SBAC ELA Exceeded/Met vs Nearly Met/Not Met

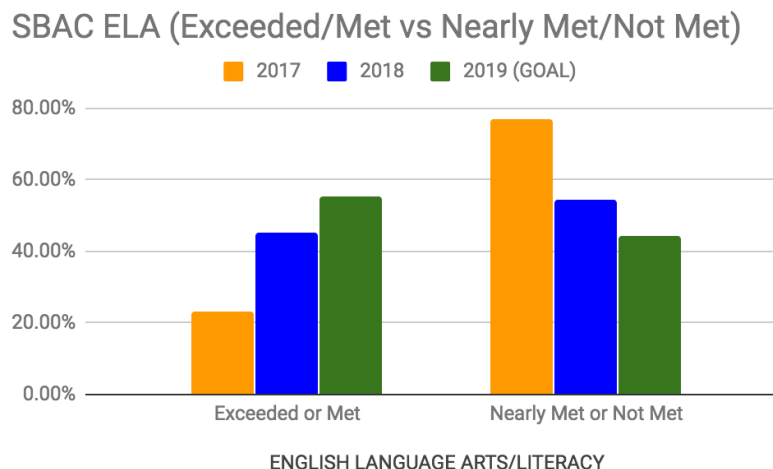


Table 1.6: CAASPP (SBAC) – English Language Arts

	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Bert Corona Charter High			
BCCH (11th grade)	* (First year of operation)	23.08%	45.45%
LAUSD Residential Schools			
Arleta High	67%	56.75%	51.70%
Cesar E. Chavez Learning Academies-Technology Preparatory Academy	43%	59.63%	65%
John H. Francis Polytechnic	52%	60.48%	50.24%
Sun Valley High	42%	30.85%	22.22%
LAUSD Resident Schools Median	47.50%	58.19%	50.97%
Los Angeles Unified School District (39%	39.55%	42.39%
State of California (11 th grade)	59%	59.76%	55.96%

CDE.CA.gov Dataquest 2019

English Language Arts 2015-16 SBAC Results
For the 2015-2016 school-year:

- First year of operations no data of BCCH 11th-graders Met or Exceeded Standards in English Language Arts

English Language Arts 2016-17 SBAC Results
In the 2016-17 school year:

- 23.08% of BCCH 11th-graders Met or Exceeded Standards in ELA

English Language Arts 2017-18 SBAC Results
In the 2017-2018 school year:

- 45.45% of BCCH 11th-graders Met or Exceeded Standards in English Language Arts (a district-best increase of 22.37% compared to 2016-2017).

Summary of English Language Arts SBAC Results

As shown in the Table above, between the 2016-2017 and 2017-18 school years, BCCH achieved a performance increase of 23.08% in the cumulative percentage of students in the 11th grade who Met or Exceeded Standards on the SBAC assessment for ELA.

Focusing on the college-bound 11th grade population, BCCH's 11th graders Met or Exceeded Standards in ELA at a rate lower than the Residential Los Angeles Unified School District's 11th graders for 2016-2017. Residential LAUSD schools were 35.11% higher. However, in the 2017-18 school year, residential LAUSD schools only realized a 5.52% scoring advantage above BCCH 11th graders. The overall result for Los Angeles Unified School District's 11th graders for 2016-2017 was 16.47% *higher* than BCCHS students, but in the school year 2017-18, LAUSD achieved an overall average score of 3.14% *lower* than BCCH students.

Table 1.7: Mathematics (CAASPP)

MATHEMATICS (CAASPP)	2017	2018
Exceeded or Met	0.00%	15.55%
Nearly Met or Not Met	100.00%	84.44%

Cde.ca.gov Dataquest 2019

The combined growth of 15.55% in Mathematics “Met” and “Exceeded” bands is an area of focus for continued growth. Teachers at BCCH have an ideal instructional environment with the combination of small class sizes and block-schedule class duration. The school's student population is learning English while they learn A-G content using English, and math content requires the acquisition of an entire body of technical language. In the small class size, block model, teachers have the discretion to teach and reteach in numerous models: small-group instruction, conferencing, and guided cooperative group instruction with peer tutoring. Students have time with and access to their instructor to seek clarification of and affirmation for their learning. Math teachers incorporate inquiry-based problems and project-based learning to improve student performance on math tasks that require students to use writing as a form of communicating their data, interpretations, and learning. Science teachers have also had an increased focus on project-based learning tasks that require students to use math skills to gather, represent, and analyze data.

Table 1.8: CAASPP (SBAC) – Mathematics

	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Bert Corona Charter High			
BCCH (11th grade)	* (First Year no Data)	0%* (13 Students)	15.56% (45 Students)
LAUSD Resident Schools			
Arleta High	26%	20.49%	23.53%
Cesar E. Chavez Learning Academies- Technology Preparatory Academy	8%	5.50%	5.06%
John H. Francis Polytechnic	31%	34.30%	28.04%
Sun Valley High	10%	2.13%	1.11%
LAUSD Resident Schools Median	18%	13%	14.30%
Los Angeles Unified School District (11 th grade)	28%	29.86%	31.32%
State of California (11 th grade)	33%	32.1%	31.37%

Cde.ca.gov Dataquest 2019

Mathematics 2015-16 SBAC Results

In the 2015-16 school year:

- No data-first year

Mathematics 2016-17 SBAC Results

In the 2016-2017 school year:

- No data 13 students participated in assessment.

Mathematics 2017-18 SBAC Results

In the 2017-2018 school year:

- 15.56% of 11th graders Met or Exceeded Standards expectations

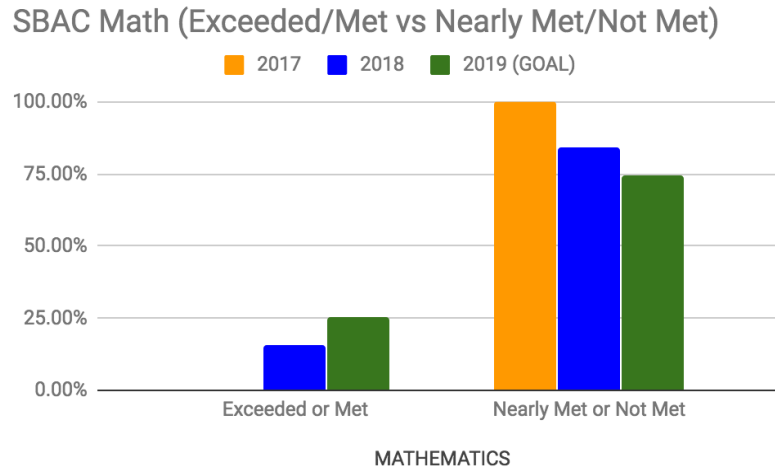
Summary of Mathematics SBAC Results

As shown in the Table above, between the 2015-16 and 2016-17 school years there were no scores. The overall growth for BCCH in 2017-2018 is 15.56%

In comparative terms, the rate of 15.56% for 11th graders who Met or Exceeded Standards shows an increase of 1.26% rate for Resident Los Angeles Unified School

District's 11th graders during the 2017-18 school-year. The LAUSD overall rate of 31.32% is 15.76 larger than BCCH's rate.

Graph 1.2: Mathematics (CAASPP) Exceed/Met vs Nearly Met/Not Met



Cde.ca.gov Dataquest 2019

Bert Corona Charter High had a student SPED population of 27% for 2018, and English Learners have increased substantially since the opening of the school

Table 1.9: Significant Learner Subgroup Population Growth

Subgroup	2016	2017	2018	2019
African American	2%	1%	1%	1%
English Learner	5%	14%	15%	14%
Latino	94%	98%	99%	98%
FRL Eligible	91%	89%	82%	85%
Students with Disabilities	16%	18%	23%	26%

Cde.ca.gov Dataquest 2019
SWD 2019 Data Illuminate

Table 1.10: English Language Arts Course Grades

ELA Course Grades	
Semester	Passing Rate
17–18 Fall	82%
17–18 Spring	64%
18–19 Fall	75%
18–19 Spring	89.2%

Illuminate July 2019

The percent of students passing their ELA courses had a significant increase in the second semester of the 18-19 to 89.2% school year. Students need to earn a grade of C or better in order to pass core classes.

Table 1.11; Mathematics Course Grades

Math Course Grades	
Semester	Passing Rate
17–18 Fall	62%
17–18 Spring	63%
18–19 Fall	69%
18–19 Spring	84%

Illuminate July 2019

The percent of students passing increased significantly from 69% to 84%. The percent of students passing their Mathematics courses had a slight drop in the second semester of the previous school year. This year the double block course model is being implemented for ELA courses in addition to Math courses. Students need to earn a grade of C or better in order to pass ELA and Math courses.

Table 1.12: BCCH Reclassification Rates

BCCH Reclassification Rates				
	15-16	16-17	17-18	18-19
Enrollment	72	153	203	224
English Learners	3	20	30	34
Reclassified	0	1	8*	6*
Rate	0%	33.3%	40%	20%
Resident School Mean	14.4	10.9	15.2	13.1.
Los Angeles Unified	12.1	16.8	20.1	22.8

cde.ca.gov Dataquest 2019

During the 2018-2019 school year, 77% of EL students received a grade of C or better during the first semester of their current grade level English course. Currently, 7 of the 23 EL students (30%) who took both the fall and winter NWEA MAPs reading assessment met their projected growth goal from one test to the next. When comparing Fall to Spring NWEA MAPs reading performance, 14 of 31 EL students (45%) met their projected growth goal. It is important to note that the Fall to Spring assessment's purpose is to measure a Beginning of the year to End of year growth and the Fall assessment was given in August and the Spring assessment was given in February. Therefore, we expect that students will continue to improve their reading through the end of the semester.

Table 1.13: 18-19 BCCH NWEA MAP RIT Growth Goal Summary

18-19 BCCHS NWEA MAPs RIT Growth Goal Summary							
READING				MATHEMATICS			
Beginning–End (Aug–Feb)				Beginning–End (Aug–Feb)			
	# of students who met growth goal	Percent of students who met growth goal	Average RIT Growth		# of students who met growth goal	Percent of students who met growth goal	Average RIT Growth
9th	27	56%	1.68	9th	15	31%	-1.02
10th	35	55%	1.19	10th	33	52%	1.09
11th	36	52%	2.82	11th	36	52%	2.14
12th	21	50%	0.39	12th	21	50%	2.23
Total	119	53%	1.65	Total	105	47%	1.17
English Learners	19	59%	1.03	English Learners	17	53%	3.30
SpEd	33	55%	0.48	SpEd	29	48%	1.45
2015 READING Student Growth Norms							
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year		
Grade	Mean	SD	Mean	SD	Mean	SD	
K	10.3	6.01	6.81	5.46	17.1	8.11	
1	10.8	6.00	5.99	5.46	16.8	8.09	
2	9.5	6.05	4.52	5.49	14.0	8.20	
3	7.3	5.79	3.02	5.33	10.3	7.59	
4	5.4	5.56	2.33	5.19	7.8	7.05	
5	4.2	5.60	1.97	5.21	6.1	7.15	
6	3.2	5.62	1.54	5.22	4.8	7.19	
7	2.5	5.58	1.25	5.20	3.7	7.11	
8	1.9	6.05	0.99	5.49	2.8	8.19	
9	1.1	6.35	0.60	5.68	1.7	8.87	
10	0.6	6.72	0.17	5.91	0.7	9.66	
2015 MATHEMATICS Student Growth Norms							
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year		
Grade	Mean	SD	Mean	SD	Mean	SD	
K	11.4	5.56	7.67	5.03	19.1	7.59	
1	11.4	5.50	6.97	4.99	18.4	7.45	
2	9.5	5.35	5.72	4.90	15.2	7.11	
3	7.8	5.08	5.19	4.73	13.0	6.47	
4	6.8	5.05	4.78	4.72	11.6	6.41	
5	5.8	5.22	4.13	4.82	9.9	6.80	
6	4.4	5.20	3.26	4.80	7.7	6.75	
7	3.5	5.11	2.47	4.75	6.0	6.55	
8	2.9	5.59	1.78	5.05	4.6	7.66	
9	2.0	5.81	1.17	5.19	3.1	8.15	
10	1.5	6.18	0.85	5.42	2.3	8.92	

http://www.fortheteachers.org/rit_scores-2/ 2019

The chart above indicates that in Reading the number of students who met their growth goals for 9th through 12 graders ranged from 50% to 56% of the 119 students that participated they had an average RIT Growth of 1.65. In Mathematics the chart above indicates that 9th through 12 graders Percent of students who met growth ranges from 31% to 52% with 105 students participating in this assessment realizing a 1.17 RIT average.

In addition, the chart above indicates that English Learners met their Reading RIT by 59%, an average of 1.03 growth. SpEd data indicates that 55% of students met growth targets and realized a .48 average RIT growth. In Mathematics, the chart above indicates that English Learners met their RIT by 53%, an average of 3.03 growth. SpEd data indicates that 48% of students met growth targets and realized a 1.45 average RIT growth.

This NWEA expected growth chart shows that the RIT projected growth goal is an average 1.7 for 9th grade, 0.7 for 10th grade, and lower for 11th grade and 12th grade based on the pattern. NWEA individual student projections are typically 2 points and during data conversations teachers communicate to students that they need to set their growth goal by a minimum of 2 or more RIT

points. In other words, since some students are seven or more RIT and will be encouraged to strive to make greater gains.

Table 1.14: NWEA Assessment Summary Fall 2018-2019

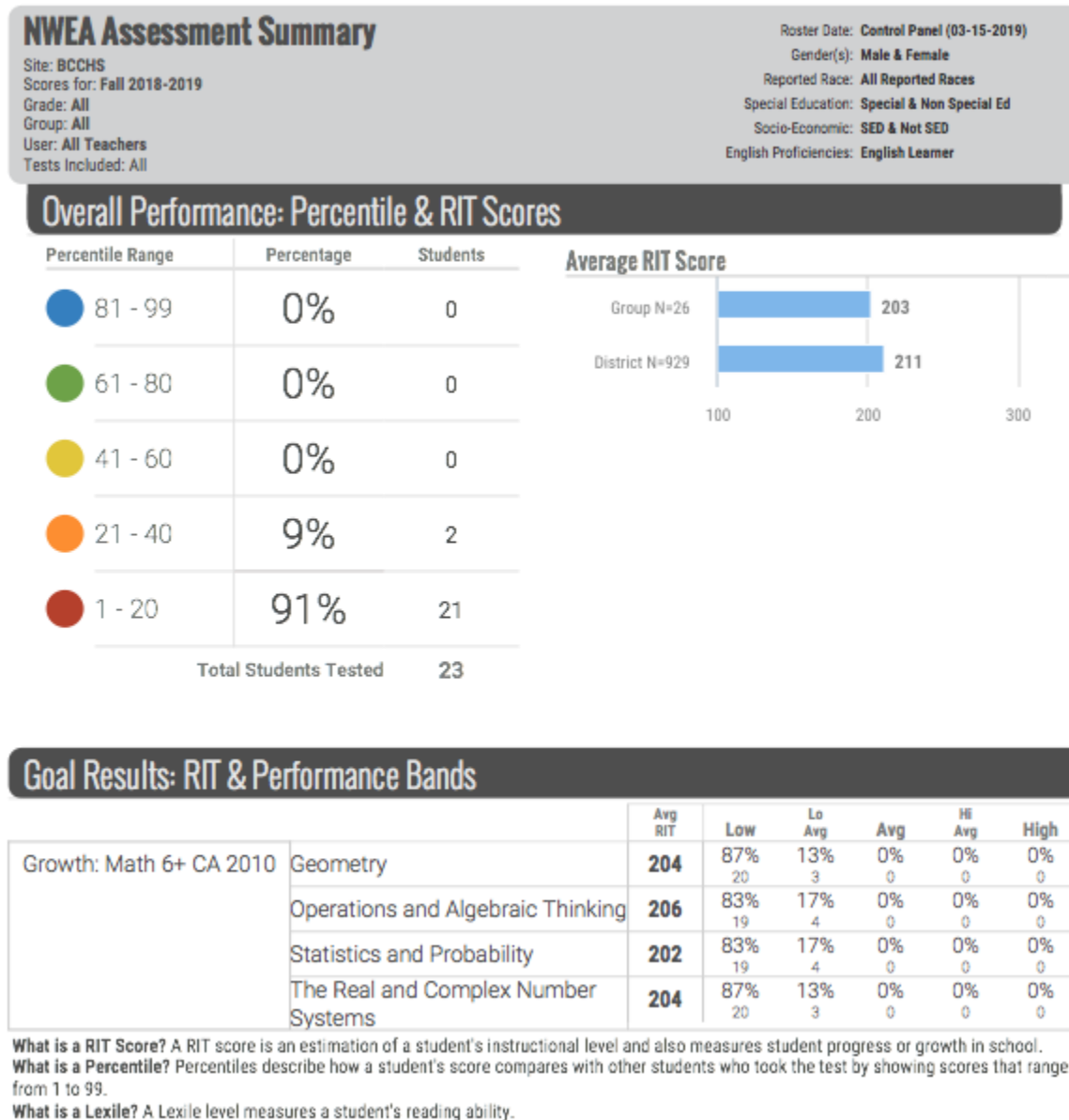
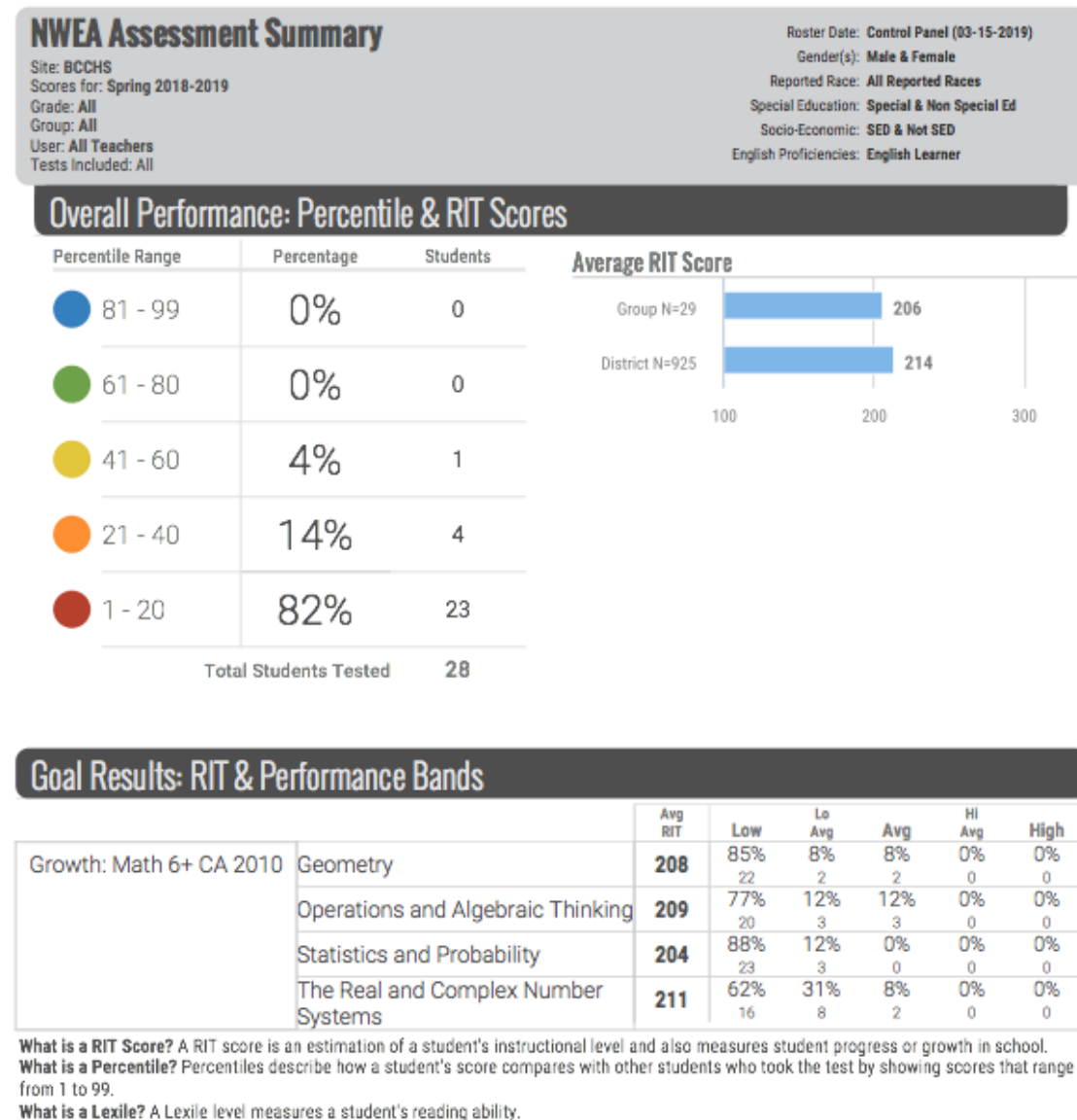


Table 1. 15: NWEA Assessment Summary Fall 2018-2019



The school has addressed the Areas for Improvement in Organizational Management, Programs, and Operations section of the last two oversight reports. In 2016-2017 and 2017-2018 Annual Performance-Based Oversight Reports, indicate that Bert Corona Charter High earned a rating of “2” (Developing) in the category of Organizational Management, Programs, and Operations. This rating was a result of partial implementation and beginning stages of development for the school’s programs such as LTEL monitoring, implementation of a Designated ELD class, and increased suspensions which was accompanied by a Notice of Concern from the CSD, dated October 13, 2017. Each of these items are addressed as follows:

Supporting the Success of Student Subgroups

Bert Corona Charter High supports several numerically significant subgroups including:

- Economically Disadvantaged
- Hispanic or Latino
- English Learners
- Students with Disabilities

More details are included in the “Student Population” section. As BCCH two largest subgroups, Economically Disadvantaged students and Hispanic or Latino students tend to perform similarly to the overall school population as demonstrated in state test scores below. English Learners have demonstrated less proficiency in ELA and Math each year than the general population.

Table 1.16: BCCH’s Student Performance by Subgroup (CAASPP)

	2015-16 Met/Exceeded		2016-17 Met/Exceeded		2017-18 Met/Exceeded	
	ELA	Math	ELA	Math	ELA	Math
All Students	*	*	23.08	*	45.45	15.56
Hispanic or Latino	*	*	23.08	*	45.24	13.95
English Learner	*	*	----*	----*	----*	----*
Economically Disadvantaged	*	*	18.18	*	55.56	22.22
Resident Schools Median	47.50	18.00	58.19	13.00	50.97	14.30
Los Angeles Unified	39.00	28.00	39.55	29.86	42.31	31.32

*Sources: LAUSD Data Set; * Not significant scores*

BCCH’s Hispanic or Latino students, English Learners, and Economically Disadvantaged students outperformed Resident Schools in ELA and Math in 2017-18 Compared with the Los Angeles Unified School District, our subgroups have had mixed results. Economically Disadvantaged students outperformed LAUSD in ELA in Math.

Students' Lexile performance has changed over time by grade level as measured by ACHIEVE3000. The 9th-grade highest Lexile level is 736L. The highest 10th-grade Lexile level is 842L. The highest average 11th-grade Lexile level is 892L. The highest 12th-grade Lexile is 1024L. In comparing Lexile levels from month to month, the 9th, 10th, and

12th students had a slight decrease, and 11th-grade students show growth. In the review of the data, there is a difference in comparison of scores as they pertain to actual students represented, as in some cases, there is not a student to student comparison. However, growth within each student's range shows that gains are being realized by each student over time.

This comparison looks at each student's gains over time. NWEA MAPs data gathered this year is informative and reflective of growth over time. Bert Corona Charter High's data also shows that the longer students are in attendance, the higher their growth is over time. For the school year 2018-2019, Table 1.21 shows the lexile data for Bert Corona Charter High School's 161 students tested in the Fall of 2018, compared to similar data for the 174 students tested in Spring 2019. Bert Corona Charter High School's students show Lexile gains from Fall to Spring on the NWEA Assessment Summary. Although BCCH is a high school the percentage of students Reading at K-1 is 4%. 23% of our students were reading at 23% in the Fall. By the Spring we decreased and had 16% of our students Reading at 2-3 grades. Students reading at 4-5 grades were 18% in the Fall and by Spring 26% were reading at 4-5 grades. Students reading at 6-8 grades were 22% in Fall and 18% in the Spring. As for students reading in 9-10 grade, in the Fall we had 31% of students reading at that grade level and by Spring we had 25% of students reading in 9-10 grade. In the Fall 2018, 25% were reading at 11-CCR and by Spring 2019 we had 33% reading at this level.

Table 1.17: NWEA Lexile Distribution for Bert Corona Charter High Fall 2018 and Spring 2019

Grade	Grade Reading Ranges	Fall% (161 Students)	Spring% (174 Students)	Difference
K-1	N/A	4%	4%	0
2-3	450-769	23%	16%	-7
4-5	770-954	18%	26%	+8
6-8	955-1079	22%	18%	-4
9-10	1080-1214	31%	25%	-6
11-CCR	12-15-1355	25%	33%	+8

Illuminate Data 2018-2019

Graph 1.4: Bert Corona Charter High Lexile Distribution

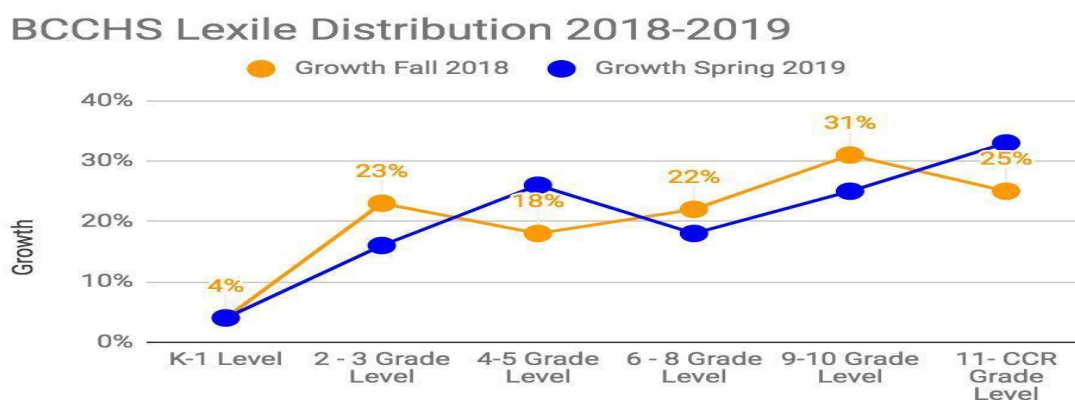


Table 1.18: Winter/Spring Maps Lexile Scores for first 4-Year Cohort Graduates -August 2015 to June 2019

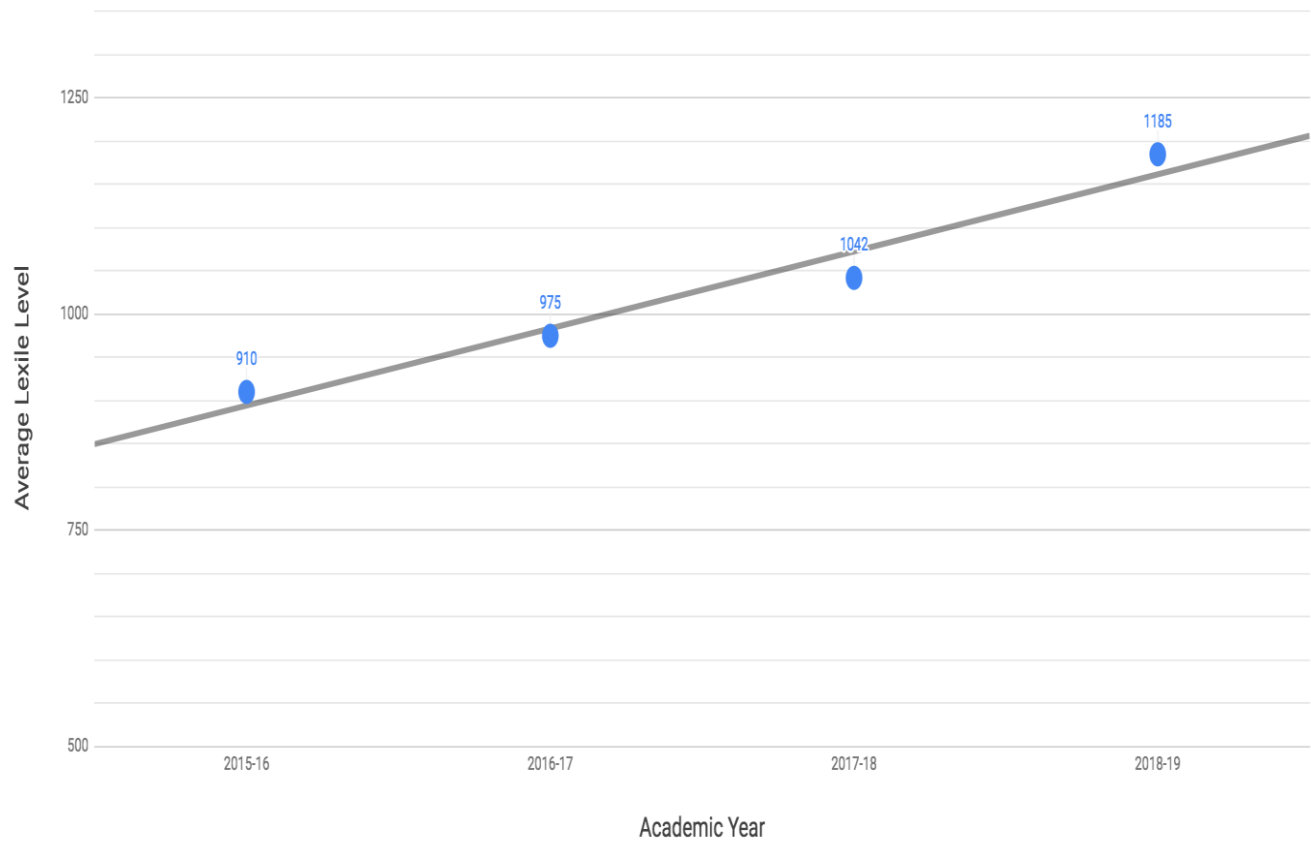
2015-2016 Scores	Lexile	2016-2017 Scores	Lexile	2017-2018 Scores	Lexile	2018-2019 Scores	Lexile
	691		763		853		1030
	1051		1033		1321		1435
	907		961		1051		1190
	745		961		997		1050
	835		961		835		1130
	871		997		871		1070
	925		1015		1051		1290
			907		1069		1010
	871		835		961		1090
	1195		1357		1303		1575
	925		925		1105		1110
			745		745		1010
			799		961		
	1051		979		1141		1350
	1015		1033		1213		1350
	1015		1105		1303		1250
	1177		1231		1267		1350
	331		817		619		785
	1141		1033		1411		1415
	1033		1051		1087		1270
	1069		1015		1033		1350

2015-2016 Scores	Lexile	2016-2017 Scores	Lexile	2017-2018 Scores	Lexile	2018-2019 Scores	Lexile
		727		889		950	
979		925		970		1110	
				961		1090	
637		781		997		1230	
781		997		1123		1010	
637		1087		1105			
1087		1195		1069		1190	
1159		1087		1249		1250	
1069		943		1087		1170	
1015		1069		1069		1230	
529				817		1090	
727		817		835		950	
		1033		1051			

BCCH Illuminate 2019

Graph 1.5: BCCH Year to Year Lexile Growth for Graduating 4-Year Cohort

BCCHS Year to Year Lexile Growth for Graduating 4-Year Cohort #1 - 2015 to 2019 (NWEA MAPS)



This data shows students' progress gathered through NWEA MAP Data by grade as follows:

Table 1.19: Total 9th through 12th Grades NWEA MAP Data

# of Students Reading at Grade Level or Above	Grades	Semester	Lexile Levels at Grade Level or Above
90 Students	9 th , 10 th , 11 th , and 12 th	Fall 2018 (August)	56%
102 Students	9 th , 10 th , 11 th , and 12 th	Spring 2019 (February)	58%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

In Fall 2018 (August) there were 90 students (56% of students tested) with a Lexile level between 9th and 12th grade. During Spring 2019 (February), 102 (58% of students tested) demonstrated a Lexile level between 9th and 12th grade.

Table 1.20: 9th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	9 th	Fall 2018 (August)	26%
12 Students	9 th	Spring 2019 (February)	26%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

9th Grade: In Fall 2018 (August) there were 11 students (26% of the number of students tested) with a Lexile level at a 9th-grade level or above. During Spring 2019 (February) 12 (26% of the number of students tested) with a Lexile level at a 9th-grade level or above.

Table 1.21: 10th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
24 Students	10 th	Fall 2018 (August)	40%
30 Students	10 th	Spring 2019 (February)	49%

BCCH Data NWEA MAPs 2018-2019 Coordinator of Instruction

10th Grade: In Fall 2018 (August) there were 24 students (40% of the number of students tested) with a Lexile level at a 10th-grade level or above. During Spring 2019 (February) 30 (49% of the number of students tested) with a Lexile level at a 10th-grade level or above.

Table 1.22: 11th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	11 th	Fall 2018 (August)	19%
22 Students	11 th	Spring 2019	33%

BCCH Data NWEA MAPs 2018-2019 Coordinator of Instruction

11th Grade: In Fall 2018 (August) there were 11 students (19% of the number of students tested) with a Lexile level at an 11th-grade level or above. During Spring 2019 (February) 22 (33% of the number of students tested) with a Lexile level at an 11th-grade level or above.

Table 1.23: 12th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
12 Students	12 th	Fall 2018 (August)	33%
16 Students	12 th	Spring 2019 (February)	41%

BCCH Data NWEA MAPs 2018-2019 Coordinator of Instruction

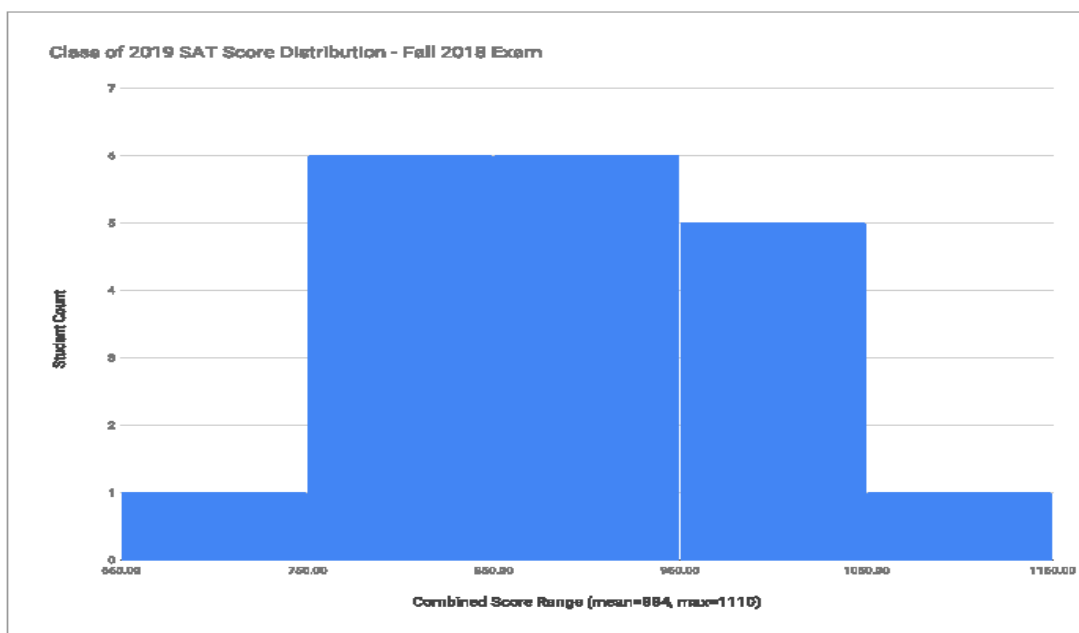
12th Grade: In Fall 2018 (August) there were 12 (33% of the number of students tested) with a Lexile level at a 12th-grade level or above. During Spring 2019 (February) there were 16 (41% of the number of students tested) with a Lexile level at a 12th-grade level or above.

Using the ALEKS Knowledge Check data report for each students' mastery of topics by courses show the following:

Geometry, First semester: Students in the Geometry course started with an average Beginning Knowledge of 17% mastery of the content for the course. By the end of the semester, students in the Geometry course students had an average Ending Knowledge of 28% mastery, an increase of 11%. The current average Ending Knowledge for the Geometry course is 29% mastery.

Algebra 1 First Semester: (Not a double block) Students had an average Beginning Knowledge of 9% mastery for the content of the course. By the end of the semester, students in the Algebra 1 course had an average Ending Knowledge of 21% mastery. During the second semester, students in the Algebra 1 course took Algebra 1B course that gives students access to content for the second semester. The average Beginning Knowledge of the Algebra 1B course was 5% mastery of the content for the course. The most recent average Knowledge Check score for Algebra 1B is 8% mastery growth of 3%.

Graph 1.6 Class of 2019 SAT Score Distribution-Fall 2018 Exam



College Board BCCH 2019 SAT Results

Bert Corona Charter High students take the SAT at least once during their senior year, twice if possible. In the three test cycles that BCCH students have participated, the mean overall score has increased each time they have taken the exam, starting with our first graduating cohort in the fall of 2017. Since the implementation, In the fall of 2017, students have been exposed to the SAT testing environment as many as three times before taking the SAT exam itself. BCCH student ranges have increased to the mean of 984 and as high as 1110 SAT score results. Based on the California State University Eligibility Index BCCH students who earned GPAs ranging from 2.30 and above and had the aforementioned SAT scores met CSU acceptance criteria. We are hopeful that the continuation of this relatively new practice will prepare future generations of BCCH seniors to score more competitively on the SAT.

<https://www2.calstate.edu/apply/eligibility-index/Documents/eligibility-index.pdf>

Areas of Challenge:

Long Term English Learners (LTELs)

Bert Corona Charter High follows a detailed EL master plan describing supports for LTELs, including who will be responsible for monitoring the progress of Long Term English Learners. Included is an update on the school's implementation of Designated English Language Development (ELD) time. The BCCH Director of Instruction, who reports to the Executive Administrator, heads the monitoring of the progress of our LTELs together with all teachers, and assessments are reviewed to ensure that all English Learners are making progress. BCCH is implementing a new morning period to support LTELs in reading and comprehension three times a week beginning at 7:30 AM and ending at 8:30 AM. This is a needs-based intervention program that begins mid-semester based on a needs assessment and available staffing. Meetings were held with English Learners and their parents to inform them of their English Proficiency status and the criteria for reclassification, which included English course grades, NWEA MAPs English results, Lexile levels, CAASPP Interim results, and previous CELDT/ELPAC results. During these meetings, parents are informed of the importance of reclassification of our students. English Learners with a greater need for support through instruction in Spanish paired with English have been intentionally scheduled to travel as a mini cohort through courses with bilingual teachers when possible. Some of our GEAR UP tutors work closely with this group of students during some of their classes. Teachers use culturally and linguistically responsive teaching strategies that facilitate access to content, tasks, and discussions in English, including hand-s on learning, conferencing, small group instruction, accessing prior knowledge, differentiation, and TPR.

As BCCH continues to work with our LTELs, the following strategies are in place to help them successfully reclassify, reflecting progressive mastery of English as indicated by the ELPAC:

- Teachers write exemplars to set the bar for excellence for LTELs
- Students have opportunities to write first, talk second, share with peers third. The power is in the conversation.
- Teachers monitor aggressively to check independent student work to determine whether they are learning what is being taught
- Implementation of SWBAT/IWBAT learning goals to help students personalize learning.
- Use of the Success for All Reading Edge Program.
- Use of Achieve3000 to provide students with opportunities to read news-related non-fiction at their independent reading level.
- Focus on the use of Project- Base-Learning instruction to ensure explicit literacy instruction.
- Peer-assisted and small group learning.
- Academic Language support during content area instruction.
- Appropriate assessment in various forms to understand and support student learning (formative, summative, benchmark, California Interim Assessments, NWEA, etc.).

- Learning activities related to social-emotional development and identity formation.
- Increased focus on best practices for ELs during BCCH's professional development meetings.
- An increased focus on SFA literacy strategies (Clarifying, Predicting, Questioning, and Summarizing) and writing in all content areas, along with collaborative work in pairs and groups.

As a result of the following California State of Education initiatives BCCH has modified its ELD program to better serve our English Learners. The following Principles are used in order to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. <https://www.cde.ca.gov/sp/el/rm/>. Additionally, BCCH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school or district to implement the process all at once. Therefore, BCCH will annual select a focus to determine priority and then design a path of improvement, which will be included in the Charter School's academic achievement plan. BCCH will use The California English Learner Roadmap teacher Toolkit to support that process.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, establishing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respecting the value of English learners' primary language and culture. On July 1, 2018, the California Department of Education regulations for implementing Prop. 58, which established programs for English Learners that promote proficiency in multiple languages and leverages students' home language as an asset, specifically addresses the following principles as outlined at cde.ca.gov:

Principle One: Assets-Oriented and Needs-Responsive Schools¹

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access²

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language

¹ *Cde.ca.gov Dataquest 2012018* <https://caaspp.cde.ca.gov/sb2018>

² Ibid

instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness³

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems⁴

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Cde.ca.gov Dataquest 2012018 <https://caaspp.cde.ca.gov/sb2018>

Designated English Language Development (ELD)

As per BCCH's Illuminate data we currently have a 14% EL population (31 out of 224 students). The school has been administering the new ELPAC exam since the 2017-2018 school year. All ELs are assigned to an SFA Class for a designated block and are provided instruction using SFA. ELs who are also students with IEPs (22 out of 31) are provided additional support during the regular school day with the Resource Teacher who provides lessons for English Learners to develop English language proficiency. BCCH focuses on English Learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English.

The YPI Charter School's Board of Trustees continues to have a sense of urgency to move the overall academic outcomes for Bert Corona Charter High students' faster and to address challenges that have impeded growth. As such, the YPICS Board developed a Board Academic Achievement Committee which consist of three YPICS board members, the Executive Director, the Executive Administrator, and the Lead or Mentor Teachers from each YPI Charter School. This committee is chaired by a YPICS Board Member. Board members are self-selected based on their expertise and background in education or have strong data analysis skills from their professional line of work. The

³ Ibid

⁴ Ibid

Board has named the Executive Director and Executive Administrators to this committee. Lead teachers are elected by their peers and Mentor teachers are determined by the Executive Administrator. The Academic Achievement Committee will be monitoring the achievement of the school on a quarterly basis and taking immediate actions to remediate deficits. Among these actions was to first ensure that BCCH has an action plan in place. This plan, a call to action, was developed during the 18-19 school year and approved by the YPICS Board for Bert Corona Charter High during the spring of 2019. Secondly, the Board approved an MOU with Graduate Relay School, the only graduate school in the nation which focuses on Instructional Leadership.

This year long graduate program, from July 2019-March 2020, requires the following from each participant:

- Active participation in the program, including rigorous practice of program content during sessions and application of their learning at school.
- Completing all required pre-work in advance of sessions.
- Completion and timely submission of pre-work and assessments that *require time and effort throughout the school year*; these include the submission of video, tools, systems and artifacts that demonstrate implementation of core program principles. Implementation of the following practices in their school:
 - Observation and Feedback of Teachers
 - Data-Driven Instruction

Summary and Scope of Academic Action Plan

During the 2018-2019 school year BCCH has had the opportunity to work collectively with administrators, teachers, students and staff. The Board has approved BCCH's Academic Improvement Plan that focuses on improving ELA and Math performance, support to EL students, and Special Needs population, which is now being implemented in our classrooms. In addition, as presented below BCCH's' academic achievement resulted in addressing that student academic achievement is taking place; however, to further address the pathway to achieving the expected outcomes. These indicators and results led the leadership team to examine BCCH's LCAP, LEA Federal Addendum, SMART Goals, Smarter Balanced, and other assessment provided for the following action plan which narrows and focuses the following two drivers for overall student success:

Data Driven Instruction:

1. Ensure that there are high quality interim assessments
2. Ensure that teachers have developed quality lesson plans and use materials that align to the assessments.
3. Establish weekly data meetings
4. Use effective monitoring tools to track student progress.
5. Observe teachers to provide coaching and immediate feedback.
6. Review results, analyze trends, look for reteaching items, repeat.
7. Provide weekly observation and feedback.

Developing a strong school climate and culture and environment:

1. Define vision for student culture.
2. Build a system for every routine.
3. Lead publicly
4. Measure student culture and identify the gaps.
5. Reteach high leverage school-wide and classroom student routines.⁵

Mathematics Programs: ALEKS is intended to be used for at least 3 hours per week by each student. The math teachers use ALEKS as a supplemental resource, in addition to the UCCI approved core math curriculum for each math class and has been used during certain units to support the mathematical function. There is a point where Teachers can use the assignment option to give students access to the content they need at a particular point in time.

In evaluating Bert Corona Charter High use of this program and from the data that is available, gathered, and used for teachers planning instruction, moving forward teachers will ensure that Knowledge Checks will take place weekly. This allows teachers and students to have a streamlined approach with ongoing up-to-date data regarding student mastery of content in their ALEKS courses.

Table 1.24: LAUSD Oversight Evaluation

LAUSD Oversight Evaluations

LAUSD Oversight evaluation results to date in the areas of governance, finance, academics, and operations are as follows:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	2	3

The LAUSD Oversight results for 2018-2019 reflect the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance

⁵ Bambrick-Santoyo, P, (2018, p. 193) Jossey-Bass, San Francisco, CA

with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required,"

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Areas of Demonstrated Strength and/or Progress

(G1) Evidence of School Advisory Council with evidence of the LCAP and LEA Federal Addendum, Title I budget and LCAP. ELAC meetings with dates of October 24, November 7, December 12 and February 20th.

(G2) The Governing Board complies with all material provisions of the Brown Act. Training from Young, Minney and Corr for Brown Act Training occurred on February 11, 2019 (15 members were trained).

(G5) The Governing Board monitors school performance and other internal data to inform decision-making as evidenced by the July 21, agenda item included Data training. One of the new innovative practices observed this year is that of the school's board creating an Academic Excellence Committee, which consist of three YPICS board members, the Executive Director, the Executive Administrator, and the Lead or Mentor Teachers from each YPI Charter School. This committee is chaired by a YPICS Board Member. Board members are self-selected based on their expertise and background in education or have strong data analysis skills from their professional line of work. The Board has named the Executive Director and Executive Administrators to this committee. Lead teachers are elected by their peers and Mentor teachers are determined by the Executive Administrator. Quarterly academic data and school success plans are addressed and then shared at each of the board meetings as evidenced on the website with minutes from such meetings and a sharing component on the Board's meeting agenda and minutes. For example, the February 4, 2019 minutes for the Academic Excellence Committee Meeting, included items such as a presentation from each school site leader of each of their Achievement Academic Plans with discussion, question and answer to address academic concerns and data.

In response to LAUSD's areas noted for further growth and/or improvement. [BCCH's progress in implementing CSD's recommendations outlined in the 2016-17 through 2018-2019 Oversight report. Specifically, for the areas noted for further growth and/or improvement, including Standards-based instruction, Meeting the needs of all students, Implementation of key features of educational program, and Professional development.](#)

1.3 Student Population To Be Served

Bert Corona Charter High is located at 12513 Gain Street, Pacoima, CA, 91331. The majority of families at BCCH qualify as socioeconomically disadvantaged as indicated by 99% of its students receiving free or reduced lunch. Students reside in some of the most historically underserved areas in the Northeast San Fernando Valley.

As of December 2018 (CASEMIS Report) 28% of BCCH students were identified as students with disabilities, which is double the percentage of resident schools median. The school also serves a greater percentage, 13.6%, of students identified as Long Term English Learners almost double the percentage, 7.3%, served in LAUSD (CDE Dataquest 2019).

Bert Corona Charter High serves grades 9 through 12. Student educational interests is addressed through a focus on Service Learning, Linked Learning, and technology integration (in all core subjects, including Mathematics and Science). BCCH's Service Learning, Linked Learning and technology integration program will use a blended instructional model using teacher direct instruction, independent learning and technology enhanced learning. This learning model will be used to support hands-on learning through project-based instruction, student internships, teacher internships, real-world relevant integrated curriculum that will provide for our students as they join our work force and continue to prepare for the 21st century. The following data supports the importance of why a continued support for a high school needs to be in place:

- In 2015 just 25 percent of U.S. 8th graders were rated proficient or higher in a national math assessment, and more than one in four scored below the basic level.⁶
- In an international exam given to 15 year olds in 2009, U.S. high school students ranked significantly behind 12 industrialized nations in science and 17 in math. Students in only 4 industrialized nations scored lower in math.⁷
- Only 45 percent of U.S. high school graduates in 2011 were ready for college work in math and 30 percent were ready in science.⁸

BCCH's Educational Approach includes the following:

- Safety-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.
- Access to Instructional Curriculum that meets the challenges of College and Career Readiness which integrates Common Core Standards.
- All students are supported by credentialed teachers.
- Technology-Assisted Learning with technology component. Students will have access to technology at home to support their academic achievement and access to research, Google documents, and other technical access.

⁶ National Center for Education Statistics (2015). The Nation's Report Card: Mathematics 2015 (NCES 2015). Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Retrieved on July 15, 2019 from https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx

⁷ Ibid

⁸ Cataldi, E.F., Laird, J., and KewalRamani, A. (2009). *High School Dropout and Completion Rates in the United States: 2007*(NCES 2009- 064). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Retrieved September 14, 2010 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009064>.

Editorial Projects in Education. (2010). Quality Counts: Fresh Course, Swift Current. Education Week, Vol. 29, No. 17.

Further, students will continue to explore how subjects relate to each other while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around central ideas, building on the students' prior knowledge, and connecting students' lives.

1.4 Enrollment Projection for 2020-2025

Table 1, 25: Bert Corona Charter High Enrollment Projections 2020-2025

GRADES	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	80	110	125	125	130
10	68	95	110	125	130
11	60	75	95	110	125
12	77	70	80	100	115
Total	285	350	410	460	500

1.5 Goals and Philosophy

1.5.1 VISION

The vision for Bert Corona Charter High is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning, Media Arts Career Technical Education (CTE) Pathway and technology integration across subjects. Early College Access, Service-Learning, and Linked Learning (Media Arts CTE Pathway) is the basis of the Bert Corona Charter High School's educational focus and builds on core strengths from the Bert Corona Charter Middle School Service- Learning, Project-Based Learning, and the strong technology integration (all students receive Chromebooks for class and homework assignments).

1.5.2 MISSION

Bert Corona Charter High's mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their

community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

The Bert Corona Charter High School's mission is to:

- Prepare students for academic success in high school and post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.
- Provide access and use of technology.
- College and career readiness.

At the Bert Corona Charter High students will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

1.5.3 Means to Achieve the Mission and Vision

The innovative educational plan of Bert Corona Charter High will provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at Bert Corona Charter High School's targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

Bert Corona Charter High recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works* by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- Whetstone Education—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self- assessment and direct

their own professional development aligned to Get Better Faster⁹-Teacher Development Scope and Sequence.

- Professional development will be provided to teachers in the use of all teaching observation protocols, evaluation systems, setting of benchmarks, methodology and annual growth plans. Whetstone Education platform allows administrators and teacher coaches to track observations and to provide immediate feedback.

Central to BCCH belief is that a well-educated person in the 21st century must be college and career ready we emphasize and support student, college and career learning and awareness continuing in 9th through 12th grade. Students along with their families take field trips to local universities; as well as to local businesses and other learning communities. While the work and college discussion begin in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores and the personal ambition - necessary to succeed in preparatory high school and college.

- **Early College Course Access** It is our goal that all Bert Corona Charter High School's students are prepared for college, career, and life in the 21st century by the time they graduate. In addition to all of the characteristics, that of students having the ability to responsibly, appropriately, and effectively participate in and take local community college courses offered on campus. An integrated and fully supported A-G WASC approved curriculum and effort from all staff, administrators and parents to encourage active participation in planning and focusing on college and careers. These practices will ensure that BCCH students are fully prepared to be successful in their college and career efforts, while we simultaneously focus on promoting *a rigorous and relevant instructional practices that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.*
- **Technology Integration** At all grade levels, in all core content classes, and throughout the CTE Media Arts program, students at Bert Corona Charter High use both Apple and Google technology as well as online learning tools to facilitate a 21st century approach to college preparation and workplace skill development. Students carry Chromebook computers with them like textbooks, both on and off campus, for the duration of the school year. Every classroom contains a laptop cart with Macbook computers. The CTE lab contains Apple workstations each equipped with the Adobe Cloud Suite as well as Blender software for 3D design. Canon DSLR camera equipment, 3D printing, and large-format printing allow students to bring their creativity to PBL fruition. All students have access to the Media Arts CTE Pathway, which allows them to earn LA Mission College Certification upon program completion.
- **Support Services for Students with Special Learning Needs** All YPICS schools are staffed by Education Specialists with RSP teaching credentials and at ratios commensurate with N=28 CA State Special Education regulations. A YPICS Director of Special Education provides oversight and support for the Special Education programs at all YPICS schools, ensuring that compliance with deadlines, services, and LRE are met for each student. All students with special needs at Bert Corona Charter High receive services that exceed those stipulated

⁹ Bambrick-Santoyo, P. (2016, p. XXXi) Jossey-Bass, San Francisco, CA.

in Individualized Education Plan documents, as each student carrying an IEP is scheduled for a time block of RSP within their weekly schedule. Therefore, although fully included in regular education programming, students carrying an IEP have weekly guaranteed class time with an Education Specialist and Special Education aide.

- **Presentations of Learning** In the three and one half years since Bert Corona Charter High has been in operation, students have shared a number of visual and media arts CTE pathway projects with community members in multiple contexts. An annual Art Presentation of Learning (POL) showcases the best in student art projects from the year, including fine art, photography, video, and Adobe Photoshop original compositions. Student video presentations are used as an in-house television communication called “Bert TV,” which airs online and communicates information about events and needs within the Bert Corona Charter High community. Bert Corona Charter High Student photography has also been awarded three years in a row at the California State Expo Photography Competition.
- **Parent Involvement** Parent and community representatives sit on the school’s School Advisory Council and provide guidance and support in the form of both informal feedback on school plans and initiatives, and in the form of approval-by-vote direction on matters of budget and policy. All parents are invited to give feedback express concerns at the monthly Pan con Cafe parent gatherings. Parents and guardians are highly encouraged to attend an orientation meeting for all students every summer before the commencement of the new school year. All parents are individually scheduled, twice yearly, for conferences with all of the teachers who work with their children. All parents are invited and encouraged to take a detailed parent survey every fall to give feedback regarding safety, engagement, and instructional programming.
- **Community Involvement and Service-Learning** Partnerships with local community members and organizations are numerous and provide students and families with opportunities to interact with, learn from and serve with important movements and causes in the San Fernando Valley, but which also may have a much larger reach in their mission. Among Bert Corona Charter High community partners are: Fenton Primary Center Charter School, Children’s Hunger Fund, Pueblo y Salud, City of Hope, Pacoima Chamber of Commerce, the LAPD, M.E.N.D. (Meet Each Need with Dignity), Best Friends Society, Foster Children’s Resource Center, City of San Fernando, Valley Food Bank, Stoneman Douglas HS, and HERMANDAD MEXICANA and other local and national partnership organizations.
- **Expected Schoolwide Learner Outcomes for All Learners** All Bert Corona Charter High students will, upon graduation, be college ready. All Bert Corona Charter High students will, upon graduation, be trained and practiced in how to engage their local and global communities as active citizens. All Bert Corona Charter High students will, upon graduation, possess the skills and personal vision for continuing to be a lifelong learner.

The innovative educational plan of Bert Corona Charter High provides students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-

designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at Bert Corona Charter High's targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

1.6 The 21st Century Educated Person

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

- College and career-readiness
- Use of technology

At Bert Corona Charter High School, we prepare students to become citizen scholars. We provide opportunities for student growth through academic achievement, service learning, athletics, leadership, technology integration and cooperative learning.

BCCH schoolwide behavior expectations guide our citizen scholars to “Be Safe, Be Responsible, and Be Respectful!” in common areas throughout campus. Student leadership and adherence to positive behavior expectations are reinforced through Scholar Dollars bearing the image of Bert Corona Charter High School. This school currency allows students to purchase school items, snacks or time with staff of their choice. Student voice is represented in class councils, student leadership, Unidos US service learning, Bert Corona Charter High athletics, 21st Century after school extracurricular clubs; such as, Music, Cheerleading, Student Leadership, Boys and Girls Soccer, Boys and Girls Basketball, Boys and Girls Volleyball, Photography and Yearbook.

We believe all children can learn and need to be offered differentiated instruction opportunities and provided with alternatives to suspension so that children may develop the social skills to reach their fullest social/emotional, academic potential. Student and family wrap around services are an integral part of making learning a family affair.

Bert Corona Charter High provides for urban students in grades 9th through 12th for academic success and promotes active community participation. The commitment is to engage students to become education and as change agents to build and contribute to their community and to celebrate the richness of their cultures. Bert Corona Charter High uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry. The ideology in this learning model is a practice of believing that all students can learn-expectations.

Among the studies in addressing the ideology of treating all students as Gifted and Talented publication by Kit Peixotto In The Process Of Implementing Standards-Based, Mathematics and Science Education Center Northwest Regional Educational Laboratory, states that it is important to remember that the charge to provide all students with challenging mathematics and science requires consideration of high ability students. Today's heterogeneous classrooms will include students who have advanced abilities and talents. It is essential that the needs of these gifted students not be overlooked or neglected as teachers strive to help others reach high standards.

Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction offers teachers a variety of strategies and resources for providing different levels of content and activities that will challenge all students, including gifted learners. A consistent theme throughout this publication is that while many of the ideas come from the body of literature and research on gifted education, the strategies are appropriate and effective for a wide range of students. Another important theme emerging from the research base on gifted students is the need to re-examine the criteria and processes used to designate some students as gifted, and thus by implication all other students as not gifted. Clearly, relying on a narrow definition such as those who score in the top 10 percent on a standardized achievement test can exclude students with special talents who may have difficulty in taking tests.

The curriculum is based on research-based effective programs that include facilitation by culturally-enriched instructional strategies. All members of the school community are engaged in BCCH and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment, which is grounded in the culture of students, and family-school-community partnerships, the school, assists students to overcome these barriers and in turn empower them to succeed well beyond high school, and lifelong learning.

College and Career support and information is provided throughout BCCH program through BCCH advisory, career day and college fair, etc. BCCH wants our students to be both prepared with the educational tools to provide them the opportunities for future good paying jobs when they graduate college or select career pathways; but equally, we want students to be ethical, collaborative, active citizens, good listeners, self-starters, intrepid, entrepreneurial, caring, lifelong learners and guardians of the world we are inheriting them.

Central to BCCH belief is that a well-educated person in the 21st century must be college and career ready, we emphasize and support student, college and career learning and awareness continuing in 9th through 12th grade.

While the work and college discussion begin in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores and the personal ambition - necessary to enter preparatory high school and college.

1.7 How Learning Best Occurs

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. Bert Corona Charter High development team has studied examples of effective practices that have worked to close this achievement gap.

Bert Corona Charter High has incorporated the following recommendations from Kati Haycock, Director of Education Trust:

- Have uniform standards: Bert Corona Charter High has clear and high expectations of all students that fully align with the
- California Common Core State Standards.
- Make the curriculum challenging: Rigorous curriculum is organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All Bert Corona Charter High core subject teachers have an appropriate credential in their subject matter based on Every Student Succeeds (ESSA) requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments as well as cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of tolerance and respect. These concepts are the foundation of the Bert Corona Charter High School.

PROGRAM GOALS

Bert Corona Charter High provides for urban students in grades 9th through 12th for academic success and promotes active community participation. The Northeast San Fernando Valley was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

The commitment is to engage students to become education and as change agents to build and contribute to their community and to celebrate the richness of their cultures. Bert Corona Charter High uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry.

The curriculum is based on research-based effective programs that include facilitation by culturally-enriched instructional strategies. All members of the school community are engaged in our school and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment, which is grounded in the culture of students, and family-school-community partnerships, the school, assists students to overcome these barriers and in turn empower them to succeed well beyond high school, and lifelong learning.

The Bert Corona Charter High creates an educational environment that will foster success in the classroom as well as the community. To this end, the school works relentlessly toward the following program goals:

- Prepare students for academic success in high school as well as post-secondary education. Students will be exposed to the College and Career Readiness standards to ensure that they are prepared for college and for the workforce.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

The fundamental principles of the Coalition of Essential Schools and Stanford University's School Redesign Network provide a framework for Bert Corona Charter High School's strong commitment to high standards, equity, and civic responsibility. Bert Corona Charter High has formed partnerships with these organizations to benefit from their research and the resources of innovative educators in their networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for Bert Corona Charter High design and instructional program.

The Coalition for Essential Schools is an alliance of more than 160 national, state, and local organizations committed to education that emphasizes equity, personalization, and intellectual vibrancy. From the Coalition of Essential Schools:

- Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at Bert Corona Charter High are responsible for approximately 75 students, allowing strong relationships to form between students and teachers.
- Student-as-worker, teacher-as-coach. Students at Bert Corona Charter High are engaged in service-learning and other project-based work that demands their engagement with the core content.
- Demonstration of mastery. Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their

expertise before their family and community during the culminating “capstone” projects at the end of each semester.

- A school climate of decency and trust. BCCH school is a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- Democracy and equity. BCCH school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. From the Stanford University School Redesign Network:

- Creating Family-School Partnerships. When parents/families know what the school expects and needs from their children and from them, they are able to support their students’ learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Bert Corona Charter High has actively created family-school partnerships through ongoing communication (with materials and presentations in parents’ home language – Spanish), a “contract” that conveys to parents the school’s expectations, and school-wide family events organized by the School Advisory Council.
- Continuous Relationships. Bert Corona Charter High has structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed “looping,” students will remain with the same set of teachers throughout their four years at Bert Corona Charter High School. The sustained relationships that develop over time will facilitate students’ learning, as teachers won’t need to spend valuable time getting to know a new class of students each year.
- Adaptive Pedagogy. Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Bert Corona Charter High teachers will adjust their teaching modes to meet students where they are using technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their “toolkit” of effective practices.

Outcomes

Career Ready

Bert Corona Charter High believes a career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma but offers no guarantee of advancement or mobility. Being ready for a career means that a student has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career. Information and access to what is required to attend high school, community college, universities, technical/vocational program, apprenticeship or significant on-the-job training and other avenues.

Active Citizens

Bert Corona Charter High citizen-scholars are not just a tourist in their classrooms. They are active citizens, change agents, and California's future leaders. BCCH students learn that being an active citizen is about being community-oriented and looking beyond the microcosm of their own lives and family, to contribute some of their time, skills and energies to make a better world for the larger community in which they attend school and live.

It is through BCCH's second hallmark, Service Learning, where active citizenship is encouraged and developed. We engage BCCH kids in service-learning projects where they participate in identifying assets and needs in our communities. The students then select a need on which they would like to focus, and then they conduct research projects connected to their chosen need. Throughout their four years at Bert Corona Charter High School, BCCH kids focus on the following themes for their service learning projects:

- Agents of Change
- A More Educated Democracy
- My Legacy.

These projects engage BCCH students in rigorous, culturally relevant lessons through which they can make a difference. In addition to the service learning projects, BCCH students also participate in labs and projects in their other content classes. We use projects to engage BCCH students and to support them to engage in critical thinking and problem-solving activities.

Life-Long Learner

All Bert Corona Charter High students develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis is placed on challenging students to develop problem-solving skills and to develop interpersonal skills to succeed in a 21st Century work and post-secondary education context. All students develop these skills through group-centered, project-based, technology-integrated learning environments. All students use industry-standard computer technology and web-based tools to maximize group communication and collaboration. All students are equipped with

literacy skills that allow them to parse informational media and texts in order to gather information that is reliable and relevant to their purposes.

A Bert Corona Charter High School's lifelong learner is able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment on a regular basis. The pursuit of learning and attaining these goals is a lifelong endeavor.

Examples of student's educational and career goal setting take place during Advisory students have the opportunity to take individual career and interest inventories that also gives them lexile levels required for the chosen career. These inventories provide an overall personalized view of their strengths, interests and learning styles. Thus these inventories and settings of career goals help the student to more clearly motivate and guide the student to achieve their set goals. This process helps students to make the connection between the importance of what they are learning now, setting goals and achieving their future goals.

1.8 Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section §47605(b)(5)(A)(ii), the following is a table describing the Bert Corona Charter High School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section §52060(d), and specific annual actions to achieve those goals.

Table 1.26: Bert Corona Charter High LCAP SUMMARY

LCFF STATE PRIORITIES	
GOAL #1	
<p>Basic Services</p> <p>A. The quality of teachers has an impact on student success. Bert Corona Charter High promotes student success by ensuring all teachers are fully credentialed, appropriately assigned; meet all other requirements for placement in the classroom.</p> <p>B. Pupils at Bert Corona Charter High have 100% access to the standards-aligned instructional materials;</p> <p>C. School facilities are maintained in good repair.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1x <input type="checkbox"/> 4 x <input type="checkbox"/> 7 <input type="checkbox"/> 2 x <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Review to ensure that all teachers are fully credentialed - Bert Corona Charter High will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance • CCSS training will be embedded into professional development meetings. Professional development will be measured through teacher observations, interim comprehensive assessment (ICA) student performance, and through review of student work samples. • Professional Development will be measured through review of teacher credentials and will be reported in the yearly SARC report documentation. • The Get Better Faster (GBF) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of Bert Corona Charter High English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson SFA, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBA interim assessments, NWEA, Achieve3000, Illuminate, iReady and other Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 	

- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Expected Annual Measurable Outcomes						
<p>Outcome #1: 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification Metric/Method for Measuring: Verification of credential/certification using the Commission on Teacher Credentialing, and BCCH Master Schedule.</p>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*

* Not numerically significant at this time

Outcome #2: Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in the BCCH charter.

Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students <ul style="list-style-type: none"> Not numerically significant at this time. 	N/A*	*	*	*	*	*

Outcome #3: School facilities are maintained in good repair

Metric/Method for Measuring: Facility inspection documents

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019 Good	Good	Good	Good	Good	Good
English Learners	2018-2019 Good	Good	Good	Good	Good	Good
Socioecon. Disadv./Low Income Students	2018-2019 Good	Good	Good	Good	Good	Good
Foster Youth	2018-2019 Good	Good	Good	Good	Good	Good
Students with Disabilities	2018-2019 Good	Good	Good	Good	Good	Good
African American Students	2018-2019 Good	Good	Good	Good	Good	Good
Asian	2018-2019 Good	Good	Good	Good	Good	Good
Filipino	2018-2019 Good	Good	Good	Good	Good	Good
Latino Students	2018-2019 Good	Good	Good	Good	Good	Good
Native Hawaiian/Pacific Islander Students	2018-2019 Good	Good	Good	Good	Good	Good
Students of Two or More Races	2018-2019 Good	Good	Good	Good	Good	Good
White Students	2018-2019 Good	Good	Good	Good	Good	Good

LCFF STATE PRIORITIES

GOAL #2

Implementation of California Common Core State Standards English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science.

Related State Priorities:

☐ 1x ☐ 4 x ☐ 7 x
☐ 2 x ☐ 5 ☐ 8 x
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter High will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, supporting NEXT Generation Science Standards program, and accompanying digital curricula, platforms, and etexts.
- Supported by SFA program, and protocols.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving Bert Corona Charter High Schools' unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

Expected Annual Measurable Outcomes

Outcome #1: Implementation of California Common Core State Standards

Metric/Method for Measuring: Purchase Orders, Professional Development, teacher coaching and support.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019 2017-2018 CAASPP Baseline levels of ELA 45.45% Math 15.55%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*	*	*	*	*	*

Students with Disabilities	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	ELA 45.23% Math 13.96%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*

Outcome #2: All students will have access to Materials and Supplies Metric/Method for Measuring: Textbooks, materials, lesson plans, professional development						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019 2017-2018 CAASPP Baseline levels of ELA 45.45% Math 15.55%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>

English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 55.55% Math 22.23%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*	*	*	*	*	*
Students with Disabilities	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	ELA 45.23% Math 13.96%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*
<p>Outcome #3: All students will exhibit Student Academic Achievement-Proficiency</p> <p>Metric/Method for Measuring: Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure school RtI, setting of goals and academic achievement for student academic achievement. Formative assessment conducted daily during instruction teacher standard aligned created exit slips-used for checking for student understanding on a daily basis</p>						

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019 2017-2018 CAASPP Baseline levels of ELA 45.45% Math 15.55%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
English Learners	ELA N/A* Math N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Socioecon. Disadv./Low Income Students	ELA 55.55% Math 22.23%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Foster Youth	N/A*	*	*	*	*	*
Students with Disabilities	N/A*	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	ELA 45.23% Math 13.96%	+5% <i>Meet/ Exceed</i>	+6% <i>Meet/ Exceed</i>	+8% <i>Meet/ Exceed</i>	+10% <i>Meet/ Exceed</i>	+12% <i>Meet/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

Goal 3: Knowing that parents serve a critical role in a student's success, Bert Corona Charter High strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 x ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

School will provide ongoing monthly, quarterly and yearly opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

Expected Annual Measurable Outcomes

Outcome #1: Provide parent access to opportunities for participation and input on decision-making participation of 85% and increase to 90%.

Metric/Method for Measuring: Agendas, Parent Sign-in Sheets, and other supporting items.

Applicable Student Groups	Baseline 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	BCCH Parent Participation 88.9%	90%	90%	90%	90%	90%
English Learners	88.9%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	88.9%	90%	90%	90%	90%	90%
Foster Youth	N/A*	*	*	*	*	*
Students with Disabilities	88.9%	90%	90%	90%	90%	90%
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	88.9%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*

Outcome #2: Metric/Method for Measuring: At least 85% of parents will attend at least one school event each year 90% will attend parent-teacher conference						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	88.9%	90%	90%	90%	90%	90%
English Learners	88.9%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	88.9%	90%	90%	90%	90%	90%
Foster Youth	88.9%	90%	90%	90%	90%	90%
Students with Disabilities	88.9%	90%	90%	90%	90%	90%
African American Students	88.9%	90%	90%	90%	90%	90%
Asian	88.9%	90%	90%	90%	90%	90%
Filipino	88.9%	90%	90%	90%	90%	90%
Latino Students	88.9%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	88.9%	90%	90%	90%	90%	90%
Students of Two or More Races	88.9%	90%	90%	90%	90%	90%
White Students	88.9%	90%	90%	90%	90%	90%
Outcome #3: Metric/Method for Measuring: 90% will attend parent-teacher conferences.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019 88.9%	90%	90%	90%	90%	90%
English Learners	88.9%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	88.9%	90%	90%	90%	90%	90%
Foster Youth	88.9%	90%	90%	90%	90%	90%
Students with Disabilities	88.9%	90%	90%	90%	90%	90%
African American Students	88.9%	90%	90%	90%	90%	90%
Asian	88.9%	90%	90%	90%	90%	90%
Filipino	88.9%	90%	90%	90%	90%	90%
Latino Students	88.9%	90%	90%	90%	90%	90%

Native Hawaiian/Pacific Islander Students	88.9%	90%	90%	90%	90%	90%
Students of Two or More Races	88.9%	90%	90%	90%	90%	90%
White Students	88.9%	90%	90%	90%	90%	90%

LCFF STATE PRIORITIES						
GOAL #4						
<p>Goal 4: Bert Corona Charter High School's prioritizes student achievement as measured by all of the following:</p> <p>A. Statewide assessments</p> <p>B. The percentage of English Learner pupils who make progress toward English proficiency as measured by the ELPAC</p> <p>C. English learner reclassification rate</p> <p>D. A-G Courses</p> <p>E. AP Passage Rates</p>				<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 x <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 x <input type="checkbox"/> 5 x <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>		
				<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Continue professional development activities initiated in the 2017-2018 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. Bert Corona Charter High will incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals: <ul style="list-style-type: none"> Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD monitoring templates. Use of SFA to assist EL students. Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model. Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: English Language Arts- Proficiency</p> <p>Metric/Method for Measuring: ELA SBA (Smarter Balanced Assessment Consortium) Goal with a minimal goal as follows: 28% Meet/Exceeds Standard (22.37% increase in ELA from 28% in 2018)</p>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019	5%	6%	8%	10%	12%

	2017-2018 CAASPP Baseline levels of ELA 45.45%					
English Learners	ELA N/A*	5%	6%	8%	10%	12%
Socioecon. Disadv./Low Income Students	ELA 55.55%	5%	6%	8%	10%	12%
Foster Youth	N/A*	*	*	*	*	*
Students with Disabilities	ELA N/A*	*	*	*	*	*
African American Students	ELA N/A* -	*	*	*	*	*
Asian	ELA N/A*	*	*	*	*	*
Filipino	ELA N/A*	*	*	*	*	*
Latino Students	ELA 45.23%	5%	6%	8%	10%	12%
Native Hawaiian/Pacific Islander Students	ELA N/A*	*	*	*	*	*
Students of Two or More Races	ELA N/A*	*	*	*	*	*
White Students	ELA N/A*	*	*	*	*	*

Outcome #2: Mathematics Proficiency

Metric/Method for Measuring: SBA results +5% annual increase for each student. Use of SBA Interim Assessment increase by 15% per application. Monthly PLC time dedicated to data analysis by both teachers, assistants and support staff to drive planning of instruction.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-2019 2017-2018 CAASPP Baseline levels of	5%	6%	8%	10%	12%

	Math 15.55%					
English Learners	Math N/A*	5%	6%	8%	10%	12%
Socioecon. Disadv./Low Income Students	Math 22.23	5%	6%	8%	10%	12%
Foster Youth	Math N/A*	*	*	*	*	*
Students with Disabilities	Math N/A*	5%	6%	8%	10%	12%
African American Students	Math N/A*	*	*	*	*	*
Asian	Math N/A*	*	*	*	*	*
Filipino	Math N/A*	*	*	*	*	*
Latino Students	Math 13.96%	5%	6%	8%	10%	12%
Native Hawaiian/Pacific Islander Students	Math N/A*	*	*	*	*	*
Students of Two or More Races	Math N/A*	*	*	*	*	*
White Students	Math N/A*	*	*	*	*	*
<p>Outcome #3: English Learners Proficiency Metric/Method for Measuring: SBA results for students identified as English Learners N/A* significant reporting number +5% increase student academic achievement. (2018-2019 Reclassification Rate of 20%)</p>						
<p>Outcome #4: Reclassification of English Learners Metric/Method for Measuring: SBA proficiency results on SBA, and reclassification criteria. Reclassifications rate of 20% by incorporation of a daily EL class and a blended learning curriculum to gain greater access to English at a more rigorous level.</p>						

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Re-classification Rate 20%	+5%	+5%	+5%	+5%	+5%
English Learners	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Socioecon. Disadv./Low Income Students	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Foster Youth	ELA N/A*	+5%	+5%	+5%	+5%	+5%

Students with Disabilities	ELA N/A*	+5%	+5%	+5%	+5%	+5%
African American Students	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Asian	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Filipino	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Latino Students	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Native Hawaiian/Pacific Islander Students	ELA N/A*	+5%	+5%	+5%	+5%	+5%
Students of Two or More Races	ELA N/A*	+5%	+5%	+5%	+5%	+5%
White Students	ELA N/A*	+5%	+5%	+5%	+5%	+5%

Expected Annual Measurable Outcomes

Outcome #5: 100% of Special Education students will meet their IEP goals for the 2018-2019 year.
Metric/Method for Measuring: SBA results on assessments, which includes a greater involvement and collaboration between Specialists, teachers, and assistants in the delivery of IEP goals in the general education setting. Along with Specialist involved in PLCs analysis of student needs based on outcomes and narratives shared. During the 2019-2010 school year the use of i-Ready assessment to measure student level of performance.

Applicable Student Groups	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	2018-2019 50% met	50%	50%	50%	50%	50%
English Learners	2018-2019 50% met	50%	50%	50%	50%	50%
Socioecon. Disadv./Low Income Students	2018-2019 50% met	50%	50%	50%	50%	50%
Foster Youth	2018-2019 50% met	50%	50%	50%	50%	50%
Students with Disabilities	2018-2019 50% met	50%	50%	50%	50%	50%
African American Students	2018-2019 50% met	50%	50%	50%	50%	50%
Asian	2018-2019 50% met	50%	50%	50%	50%	50%

Filipino	2018-2019 50% met	50%	50%	50%	50%	50%
Latino Students	2018-2019 50% met	50%	50%	50%	50%	50%
Native Hawaiian/Pacific Islander Students	2018-2019 50% met	50%	50%	50%	50%	50%
Students of Two or More Races	2018-2019 50% met	50%	50%	50%	50%	50%
White Students	2018-2019 50% met	50%	50%	50%	50%	50%

LCFF STATE PRIORITIES						
GOAL #5						
Pupil Engagement as measured by: A. School rates; B. Chronic absenteeism rates, C. School dropout rates; High school graduation rates				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2x 5X <input type="checkbox"/> 8 <input type="checkbox"/> 3 x X <input type="checkbox"/> 6x		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Attendance Manager will monitor student attendance and communicate with families. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team model. 						
Expected Annual Measurable Outcomes						
Outcome #1: School will continue to maintain a high ADA rate above 96%. Metric/Method for Measuring: Attendance Plan of Action, calling home and visiting students by Office Manager and Director Student Services.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019-2020	≥95%	≥95%	≥95%	≥95%	≥95%

	Baseline level ADA 94.1%					
English Learners	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Socioecon. Disadv./Low Income Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Foster Youth	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Students with Disabilities	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
African American Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Asian	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Filipinos	94.1%		≥96%	≥96%	≥96%	≥96%
Latino Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Native Hawaiian/Pacific Islander Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Students of Two or More Races	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
White Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%

Outcome #2: Chronic absenteeism rates use of SARC, ADA- Illuminate, CALPADS

Metric/Method for Measuring: Attendance reports and related documents. Frequent and repeated Family contacts in a timely manner by Program Manager, Office Manager, Compliance Coordinator and Director of Operations. Strong Independent Study Board Approved Policy and address the needs of students who are unable to attend.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019-2020 2018-2019 19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
English Learners	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Socioecon. Disadv./Low Income Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Foster Youth	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Students with Disabilities	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
African American Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Asian	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Filipinos	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Latino Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Native Hawaiian/Pacific Islander Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%

Students of Two or More Races	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
White Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Outcome #3: School will decrease dropout rates below baseline number Metric/Method for Measuring: Attendance, reports on where students have gone, including the SARC						

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019-2020 Baseline levels of Performance 0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students with Disabilities	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Asian	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Filipino	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Latino Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students of Two or More Races	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

LCFF STATE PRIORITIES						
GOAL #6						
School Climate applicable to the following: A. Pupil suspension rates; B. Pupil expulsion rate; and C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. D. Graduation Rate				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2x <input type="checkbox"/> 5 x <input type="checkbox"/> 8 <input type="checkbox"/> 3 x <input type="checkbox"/> 6 x		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/>		
Specific Annual Actions to Achieve Goal						
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.						
Expected Annual Measurable Outcomes						
Outcome #1: Pupil suspension rates below baseline numbers $\leq 1\%$ Metric/Method for Measuring: SARC Report and pupil suspension report. Fully implementation of restorative Justice model and the overall PBIS system including greater use of SST protocols to look at diverse behavior intervention strategies for incorporation and trial.						
Applicable Student Groups	Baseline	2020 - 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	2019-2020 2018-2019 Baseline levels of Performance 2%	$\leq 2\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
English Learners	2%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Socioecon. Disadv./Low Income Students	2%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Foster Youth	2%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Students with Disabilities	2%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
African American Students	2%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Asian	2%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$

Filipino	2%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Latino Students	2%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	2%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students of Two or More Races	2%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White Students	2%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

Outcome #2: Pupil expulsion rate below baseline goals of ≤ 1%

Metric/Method for Measuring: SARC Report and pupil expulsion report.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Baseline levels of Performance 0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students with Disabilities	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Asian	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Filipino	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Latino Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students of Two or More Races	0%0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White Students		≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

Outcome #3: Safety and school connectedness at or above baseline goals 96% of parents, students and teachers indicated school safety and connectedness.

/Method for Measuring: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Applicable Student Groups	Baseline	2020 - 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	96%	96%	96%	96%	96%	96%
English Learners	96%	96%	96%	96%	96%	96%
Socioecon. Disadv./Low Income Students	96%	96%	96%	96%	96%	96%
Foster Youth	96%	96%	96%	96%	96%	96%
Students with Disabilities	96%	96%	96%	96%	96%	96%
African American Students	96%	96%	96%	96%	96%	96%
Asian Students	96%	96%	96%	96%	96%	96%
Filipino Students	96%	96%	96%	96%	96%	96%
Latino Students	96%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	96%	96%	96%	96%	96%	96%
Students of Two or More Races	96%	96%	96%	96%	96%	96%
White Students	96%	96%	96%	96%	96%	96%

LCFF STATE PRIORITIES	
GOAL #7	
<p>Course access addresses the extent to which pupils have access to and are enrolled in:</p> <ul style="list-style-type: none"> A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). B. Programs and services developed and provided to unduplicated pupils; and C. Programs and services developed and provided to individuals with exceptional needs. 	<p>Related State Priorities:</p> <div> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 x <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 x <input type="checkbox"/> 3x <input type="checkbox"/> 6 </div> <p>Local Priorities:</p> <div> <input type="checkbox"/>: <input type="checkbox"/>: </div>
Specific Annual Actions to Achieve Goal	
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	
Expected Annual Measurable Outcomes	

Outcome #1: Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
 Programs and services developed and provided to unduplicated pupils; and
 Programs and services developed and provided to individuals with exceptional needs.
 Metric/Method for Measuring: Student Transcripts

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019-2020 Baseline levels of Performance 100%	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Socioecon. Disadv./Low Income Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Foster Youth	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Students with Disabilities	100%	≥95%	≥95%	≥95%	≥95%	≥95%
African American Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Asian Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Filipino Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Latino Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Native Hawaiian/Pacific Islander Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Students of Two or More Races	100%	≥95%	≥95%	≥95%	≥95%	≥95%
White Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%

BCCH LCAP 2019-2020

1.9 BCCH Enable Students Self-Motivation, Competent and Lifelong Learners

To enable students to become self-motivated, competent, and lifelong learners, Bert Corona Charter High incorporates the following:

Teacher Goals

- Increase standardized test scores over the term of the charter above District's average. Promote student use of assessment results to guide individual student academic growth.
- Design and fully implement an effective and systematic academic intervention program to provide intensive support for each student performing at the "not met" and "nearly met" proficiency bands in English Language Arts and Mathematics so that BCCH students advance to the next level of academic achievement.
- Support every student to develop the academic competencies of a 21st century educated global learner to succeed in middle school, high school and college.
- Improve students' writing competencies through the use of technology across content areas as they pursue grade-level benchmarks, delve into self-selected research projects, and develop confidence in their oral presentation skills of written/multimedia projects.
- Implement ongoing opportunities to collaborate with peers, develop and implement effective instructional practices to address data-driven student needs.

Administrative Goals need to connect to systems of key levers; such as, teacher observations and data driven instruction.

- Provide BCCH teachers with the Professional Development and support needed to continue the implementation of Common Core State Standards, A-G Courses and strong academic outcome on both state assessments and college ready assessment (PSAT, ACT, etc.)
- Increase parental and legal guardians' participation and involvement in BCCH school through planned activities and encouraged volunteering of 3-4 hours per month (for families who cannot donate time to participate in the classroom, other family members can volunteer). Although parent involvement is highly encouraged it is not a requirement for acceptance to or continued enrollment at BCCH.
- Further build Bert Corona Charter High School's knowledge base on research of effective leadership, and reviewing the following questions to strengthen and build BCCH educational practices (Jacobs, H. 2016)
 - What effects does successful leadership have on student learning?
 - How should the completing forms of leadership visible in the literature be reconciled?
 - Is there a common set of "basic" leadership practices used by successful leaders in most circumstances?

- What else, beyond the basics, is required for successful leadership?
- How does successful leadership exercise its influence on the learning of students
- Providing opportunities to grow in BCCH educational leadership, LACOE instructional workshops, attending Young, Minney, Coor legal workshops, Members of the National Literacy Leadership Institute Unidos US, and other trainings and workshops.
- Align what is learned to application, as described by Pellergrino and Hilton, 2012, as the process through which leaders become capable of taking what was learned in one situation and applying it to new situations - in other words, learning for transfer or learning to recognize when a new problem or situation is related to what they have previously learned, and they can apply their learned knowledge and skills to solve problems or issues.

1.10 Instructional Design

Instructional Vision

Bert Corona Charter High will empower Citizen Scholars, California's future leaders, to succeed in the global community by setting high expectations for academic achievement, technological collaboration, research skills, problem solving, and social competence.

Instructional Mission

The mission of Bert Corona Charter High is to deliver rigorous, data-driven instruction in a service-oriented, project-based, culturally relevant, and technologically enhanced environment. BCCH Citizen Scholars will be college-ready, active citizens, and lifelong learners.

The BCCH educational approach includes the following:

- Access to instructional curriculum that meets the challenges of College and Career Readiness and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.
- College readiness assessments, including universal PSAT and SAT.
- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.
- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Bert Corona Charter High recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and coaching in the following areas:

- Designing standards-based instruction using the principles of backwards design and align learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF)¹⁰, such as, classroom routines and procedures are clear and consistently practiced by all, exemplars are used for every lesson, objectives and learning goals align to state standards, teachers aggressively monitor for learning during the class period, student discourse is rich and evidenced based, joyful thinking rich classrooms are core, and lessons conclude with an exit ticket to measure the learning for the day, including the use of Bambrick-Santoyo's observation and self-assessments instruments.
- The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.
- Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.
- Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education¹¹ focuses on two elements of instructional Leadership:

- Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations
- Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations

¹⁰ Bambrick-Santoyo, P, (2016) Jossey-Bass, San Francisco, CA.

¹¹<https://relay.edu/school-leaders>

and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Get better Faster Teacher Development Scope and Sequence¹²- Teacher actions
- Observation and Feedback Protocols- Leader and Coach actions
- Inter-rater reliability for observers-Leader and Coach actions
- Constructing effective feedback-Leader and Coach Actions
- Weekly Data Meeting Leader Moves and Actions
- Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
- Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
- Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Backwards planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards
- Differentiated assessment design aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible projects.

At Bert Corona Charter High School, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are actively involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the BCCH community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering,

¹² Bambrick-Santoyo, P, (2016, p.XXXi) Jossey-Bass, San Francisco, CA.

Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further encourages teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, and across the content areas. The professional development preparation during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

Direct instruction

- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets" for all students by all
 - teachers
 - Rubric self-assessment
 - Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional
 - presentation
 - Mentoring program
 - defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
 - utilizing frequent progress-monitoring assessments and checks for understanding
 - engaging in careful planning and organization
 - differentiating to meet students' instructional needs
 - reteaching and conferencing to allow for authentic questions
 - allowing students to work past deadlines
 - cooperative group learning with a "more knowledgeable other"

Table 1.27: Leadership Meetings

Purpose	Meetings Observations/ Feedback	Attendees/ Participants	Leader
The Why? And the How? Maintaining the school and instructional vision. Determine the PD Focus. Improving teacher outcome. Areas for Improvement Are Goals being met.	Monthly Academic Leadership Meeting- First Thursday of every month	Executive Director, Director of Instruction,, Executive Administrator Director of Special Education	Executive Director and Executive Administration
The What? Align programs with SWD Analysis Data Ensure accommodations are met. Ensure that IEPs are being followed Progress Monitoring PD opportunities	SPED Monthly Team Meeting-	Director of Special Education, SPED Teachers, Resource Teachers, Instructional Aides	Director of Special Education
Achievement Outcomes <ul style="list-style-type: none"> Executive Administrator Coaching to Analyze Student Work Teacher Growth and movement along the professional growth scope & sequence Culture Metrics Attendance Metrics Parent Engagement Metrics	Review- Evidence of Teacher Coaching and Feedback, videos, Whetstone heat maps of teacher progress Review- Culture Tracking outcomes Review- Attendance data reports Review- parent data, surveys, etc.	YPICS Executive Director & Executive Administrator	Executive Director
Achievement Outcomes Teacher Coaching & Support- Review of Data aligned to standards	Weekly-Data Feedback meetings Leading Teachers to analyze student work	Executive Administrator, Mentor Teachers, SFA Facilitator & Lead Teacher	Executive Administrator

Purpose	Meetings Observations/ Feedback	Attendees/ Participants	Leader
Achievement Outcomes Teacher Coaching & Support- Observations and Feedback	Weekly Observation and Feedback Sessions	Executive Administrator, Mentor Teachers, SFA Facilitator, & Lead Teachers	Executive Administrator
Ensure that all operations are optimal for a safe campus; Instructional achievement	Monthly Leadership Team Meeting	Assistant Executive Administrator, SFA Facilitator, Lead Teacher-teachers	Assistant Executive Administrator
Culture and Climate Ensuring Safe School practices are in place Monitoring of social emotional supports Coaching for Full PBIS Implementation Monitoring of MTSS for all students	Monthly	Chief Operations Officer, Executive Administrators, Director/Coordina tors of School Climate and Culture, Social Workers, Director of Special Education, and other team members as needed	Executive Director and Executive Administrator
Culture and Climate Leading Effective Student Culture	Weekly	Assistant Executive Administrator, School Climate & Culture Coordinator	Assistant Executive Administrator

BCCH Leadership Team 2018-2019 continued for 2019-2020

Culture and Climate are prioritized in support of our students and families. Our Bert Corona Charter High teams and our larger stakeholder community work with the “Whole Child.” In other words, we are addressing social, emotional, environmental and cultural needs to intentionally work within a learning environment. In this effort, all adult stakeholder groups understand and commit to ALL students’ needs in an equitable educational environment.

1.11 Curriculum and Instruction

1.11.1 Academic Core Curriculum

The Bert Corona Charter High curriculum will continue to be guided by state and national standards. Teachers will stay connected to national professional organizations through publications and conferences to remain current in their content and methodology.

The California Department of Education helps schools make sure that all students are meeting the standards.

- Below you will find information about the standards and the CCSS-related activities taking place in California.

The Standards

- [California Common Core State Standards for English Language Arts, English Language Development and NEXT Generation, and Appendices History/Social Studies, Science, and Technical Subjects](#)
- [Spanish Translation](#)
- [California Common Core State Standards for Mathematics](#)

Bert Corona Charter High teaches all Common Core State Standards in all core subject areas in grades 9-12. The California Common Core State Standards, NEXT Generation and Appendices provide listings of the scope and sequence of standards and sample standards-based units. English Language Development standards will be taught through an elective communications course and across all subject areas.

Reading will be a focus in all content areas, and all teachers will be responsible for increasing students' college-ready reading skills. These skills will include but not limited to: think-pair-share, clarifying, predicting, questioning, summarizing, and summative writing. Through this intensive effort, students will gain access to the core curriculum and academic language for their grade level content.

1.11.2 Universal Access

The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction so that they may meet or exceed the knowledge and skills outlined in the state's academic content standards. There have been dramatic shifts in the student population in recent years. In the 2018–19 school year, there were approximately 1.196 million English learners in California public schools, which is less than the year 2017–18. The CDE provides assistance to local schools and districts to achieve the following goals:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.¹³

On July 12, 2017, The California State Board of Education unanimously adopted a historic new policy for English Learners, the *California English Learner Roadmap*, superseding the 1998 English Learner policy stemming from Proposition 227 in 1998. The new Roadmap policy offers a vision and direction for English Learner (EL) education that views the education of ELs as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English Learners' primary language and culture.¹⁴

BCCH teachers are trained to provide universal access and differentiated instruction through project-based and mastery learning, so that all students, ELs, SWD, general education students, and gifted students are taught at their instructional levels. Lesson plans are reviewed weekly by the Executive Administrator to ensure that all student needs are planned for and met.

1.11 .3 English Language Development

Bert Corona Charter High is committed to the California State Board of Education (SBE) adopted California Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), all of which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Bert Corona Charter High Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The Bert Corona Charter High School's ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write. Bert Corona Charter High will follow the new CA English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

¹³ Cde.ca.gov English Learners

¹⁴ Californians Together (2018)

Bert Corona Charter High's English Learner Students

ELs will come to Bert Corona Charter High with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA ELD Standards and the academic content standards. Some of these key factors follow:

- **Stages of Cognitive Development.** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is “reading to learn” in various content areas. EL students who enter Bert Corona Charter High in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.
- **Native Language Literacy.** Adolescent ELs who enter Bert Corona Charter High in the secondary grades may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge will be able to transfer these skills and knowledge to English with appropriate instructional support.

Programs and Services for English Learners. At Bert Corona Charter High EL could be in a newcomer program, a structured English immersion program, a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in all these settings. Bert Corona Charter High will use the new CA ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Bert Corona Charter High will use supplemental EL materials found on the CDE approved list of materials for ELs. Bert Corona Charter High teachers will use the new CA ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Organization of the Proficiency Level Descriptors

The organization of the Proficiency Level Descriptors (PLD) represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the

English language at each level as they continue to build on existing language skills and knowledge.

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

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

1.11.4 English Language Arts

As stated in the Department of Education publications Senate Bill 1200, Statutes of 2012, provided for an update of the California Common Core State Standards: English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) in 2010 established the California Academic Content Standards Commission (Commission) to evaluate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects developed by the Common Core State Standards Initiative for rigor and alignment with the California standards. It was distributed under the provisions of the Library Distribution Act and Government Code Section 11096. The Common Core State Standards appear as they were published by the Common Core State Standards Initiative

The English Language Arts courses prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9th-12th, Bert Corona Charter High has:

- Developed an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrated reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Designed lessons to teach students to read with ease, fluency, enjoyment.
- Exposed students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Designed lessons to teach students to write with clarity, expression, and purpose.
- Coached students to deliver and critique oral presentations effectively.
- Engaged students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrated appropriate technology and technological analysis into the study of English-Language Arts.
- Adopted and implemented Common Core State Standards.

9th -12th Grade English Language Arts

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level- appropriate words.

Reading: Comprehension (Focus on Informational Materials): Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literary Response and Analysis: Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.

Writing Strategies: Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral English Language Conventions: Students will write and speak with a command of standard English conventions appropriate to grade level.

Listening and Speaking Strategies: Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

1.11.5 Mathematics

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematics instruction for grades 9th through 12th, Bert Corona Charter High students will:

- Implement and refine a mathematics curriculum that incorporates the grade-level curriculum content specified in the California Common Core State Standards Mathematics and Appendices.
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful mathematicians and statisticians.
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking the validity of results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real- life examples and problems.
- Integrate appropriate technology and technological concepts into the study of mathematics.

Currently BCCH follows the Traditional math pathway. However, during this charter term the school will explore the Integrated math pathway for the following reasons:

- Research suggests that an integrated math curriculum has the potential to facilitate students’ mathematical conceptual understanding more effectively than a traditional math curriculum.
- The SAT and SBAC math assessments tests students’ knowledge of multiple subjects, including algebra, geometry, probability and statistics, and trigonometry. By transitioning to an integrated math approach every BCCH student will be exposed to all of these concepts prior to taking their exams.
- In the real world, problems do not come in a box labeled “algebra” or “geometry.” Using an integrated math approach will allow students to decide which skills to call upon to solve a particular problem. This will better support students’ real-world understanding of math.

1.11.6 History and Social Science

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction for grades 9th -12th, Bert Corona Charter High students will:

- Implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the California Common Core State Standards, NEXT Generation and Appendices in

History/Social Studies. Integrate the core concepts of history and the social sciences into a greater understanding of Science, mathematics, and language arts.

- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, and understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- All grades will integrate the following skills into the study of social studies: Historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

1,11,7 Science

Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades 9 through 12, Bert Corona Charter High students will:

- Implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the NEXT Generation and Appendices Science
- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.

- Integrate appropriate technology and technological concepts into the study of science.

In addition to the core subjects listed above, students will have the opportunity to study the following:

1.11.8 Visual and Performing Arts

The arts standards are integrated primarily through the technology courses. Students learn 2-D and 3-D graphic design and master a variety of illustration and modeling applications in order to generate artwork. Multimedia arts (music and video production) are integrated through projects in a variety of subjects (ELA students make movies of short stories; Social Studies students create dramatic interpretations of folk tales, etc.) In the area of curriculum development and visual and performing arts instruction for grades 9 through 12, Bert Corona Charter High students will:

- Integrate art and art appreciation to form a greater understanding of history-social sciences, mathematics, science, language arts, and in the after-school program.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful artists and performers.
- Provide opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater.
- Engage students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers.
- Engage students to reflect upon ways art and performance impact their lives through culture and community.
- Integrate appropriate technology and technological innovations into the production of art and performance.

1.11.9 Foreign Languages

The school plans to support English Language Achievement by including Spanish as a Foreign Language and Spanish Language Arts instruction. Spanish Language Arts along with other foreign languages will be offered as an elective course. Academic research suggests that when students have significant proficiency in their primary language, Spanish, their ability to advance in English increases. The goal of the Spanish language program is for all students to complete Spanish language course work in order to enroll in one or more of the Spanish Advanced Placement courses and successfully pass the examination for either Literature or Language.

The enrollment of Spanish speaking students in Spanish Language Arts will also provide students with exposure to the rich cultural heritage of Latino literature and poetry. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Latino culture in BCCH global community. The newly adopted World Language Content Standards for California Public Schools form the basis

for both the Spanish Foreign Language course and the native speakers Spanish Language Arts course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4. The Spanish teacher at Bert Corona Charter High will be trained to develop curriculum based on these standards through the Occidental College LA Stars program:

Bert Corona Charter High students will:

- Implement and refine a world languages curriculum guided by the Standards for Foreign
- Language Learning: Preparing for the 21st Century (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve.
- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.

1.11.10 Physical Education and Health

In the area of curriculum development and physical education and health for grades 9 through 12, Bert Corona Charter High will:

- Implement and refine a physical education program using the guidelines specified in Challenge Standards for Student Success: Physical Education (California Department of Education, 1998).
- Implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the Challenge Standards for Student Success: Health Education (California Department of Education, 1998).
- Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.
- Promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution.
- Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

1.12 Comprehensive Courses

Table 1.28: A-G Course of Study by Grade Level

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
History (Core)	Geography/ Humanities A/B	<ul style="list-style-type: none"> World History by Design and Geography A/B 	<ul style="list-style-type: none"> US History and Public Health Geography AP History and Geography A/B 	<ul style="list-style-type: none"> United States Government and Economics Journey for Justice in America Government and Public Services
English Language Arts (Core) ELD Courses (Non-Core) All EL student who have not yet redesignated will also be assigned to a designated ELD class (SFA) in addition to a regular English Language Arts course. Schedules will vary to students needs.	<ul style="list-style-type: none"> Language Takes the Stage: English 9 & the Performing Art 	<input type="checkbox"/> Get Reel: English through Your Lens <input type="checkbox"/> English 10	<input type="checkbox"/> Designing the American Dream: English 11 and Media <input type="checkbox"/> American Literature and Composition A/B <input type="checkbox"/> AP English Language and Composition	<input type="checkbox"/> Changing Hearts and Minds: English and Digital Med
Mathematics (Core)cs	<ul style="list-style-type: none"> Da Vinci Algebra 1 - Math Algebra 2 for the 21st Century *Integrated Math 1 AB	<ul style="list-style-type: none"> Algebra 2 for the 21st Century Geometry + Computer Visualization/Simulation *Integrated Math 2 A/B	<ul style="list-style-type: none"> Algebra 2 for the 21st Century Geometry + Computer Visualization/Simulation Pre-Calculus with Trigonometry 	<input type="checkbox"/> Algebra 2 for the 21st Century <input type="checkbox"/> Pre-Calculus with Trigonometry A/B
Science (Core)	Biology and Community Health	Chemistry and Environmental Engineering	Physics and Engineering: Motion by Design	AP Biology
Foreign Language (Core)	Spanish 1 or Spanish 2	Spanish 3	<ul style="list-style-type: none"> AP Spanish and Culture AP Spanish Literature and Culture 	<input type="checkbox"/> AP Spanish and Culture <ul style="list-style-type: none"> AP Spanish Literature and Culture

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Visual and Performing Arts (Core)	<ul style="list-style-type: none"> Foundations in Visual and Media Art Visual Arts 2 	<input type="checkbox"/> Foundations in Visual and Media Art <input type="checkbox"/> Visual Arts 2	<input type="checkbox"/> Foundations in Visual and Media Art <input type="checkbox"/> Visual Arts2	<input type="checkbox"/> I Foundations in Visual and Media Art <input type="checkbox"/> Visual Arts <u>2</u>
Electives (Core)	<ul style="list-style-type: none"> Business Management A/B Service Learning Leadership 	<input type="checkbox"/> Business Management A/B <input type="checkbox"/> Service Learning Leadership	<input type="checkbox"/> Business Management A/B <input type="checkbox"/> Service Learning Leadership	<input type="checkbox"/> Business Management A/B <input type="checkbox"/> Service Learning Leadership
Physical Fitness (PE) (Non-Core) CA Requirement	PE	PE		

A-1st Semester

B-2nd Semester

- Courses for future consideration and submitted to UC Doorways
- Physical Education 2-years-not A-G Course
- ELD is conducted in all classes and supported by identified ELD designated block-SFA. As indicated in our use of The California English Learner Roadmap.
- Integrated Math is being considered (Contact with UC Doorways-Course has been approved)

1.12.1 Course Descriptions For All Core

“a” through “g” Approved Courses (UCOP)

WASC Accredited

“a” History/Social Science

Acellus US Government/2703

History/Social Science

Grades 11, 12

The students learn about the foundations of the U.S. Government. They study the impact of English documents that shaped the U.S. Constitution, and the philosophies of great thinkers that influenced its principles. Historical events at the time of the writing of the Constitution are explored, and the move from the Articles of Confederation to the Constitution is examined. Each Article of the Constitution is studied. The importance of “checks and balances” to provide separation of power is emphasized. Each branch of government and its limits and powers are studied. The course covers the amendment process and the twenty-seven amendments to the U.S. Constitution. Examples of Supreme Court cases are presented as evidence of the laws of the land in process. The fact that the U.S. Constitution is the supreme law of the land is emphasized. The development of political analysis skills is encouraged through the use of writing assignments and group projects. The importance of understanding the U.S. Constitution and the protection it provides for the U.S. nation and its citizens is a focus of this course.

Acellus US History I & II/2709

History/Social Science

Grades 9, 10, 11, 12

Acellus U.S. History A (I) - 1877-1940 is the first semester of a two-part series that delves into the history of the United States. Beginning with a review of the nation’s beginnings and the impact of the Enlightenment on U.S. ideals, these course studies events of significant historical importance that occurred from the period of reconstruction and industrialization up to World War II.

Acellus U.S. History B (II) - 1940-21st Century covers the development of the United States from the end of the Civil War

through issues facing the country today. Acellus U.S. History II is the second in a two-part series that provides high school students with a good foundation in the history of this country.

Acellus World History I/2711

History/Social Science

Grade 10

Acellus World History I examines world civilizations from Pre-history through 1200 AD. Course topics include:

- Prehistory to Early Civilization
- Nile River Civilization
- Ancient India and China
- Classical Greece
- Ancient Rome
- Civilizations in the Americas
- Chinese and Indian Empires
- The Rise of Islam
- Ancient Africa
- East Asia

Journey for Justice in America:

American Government & Public Services

History/Social Science/2703

CTE Sector: Public Services

CTE Pathways: Legal Practices

Grade 12

Journey for Justice in America provides students with the necessary skills and content knowledge in a standard American Government course, while also allowing them to understand how this knowledge is applied in careers in government services and legal sectors. The foundational American Government concepts students learn in the course also allow them to become informed, active citizens in their respective communities. In this course, students come to understand the principles on which the United States government was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

U.S. History and Public Health

History/Social Science (A)/U.S. History
CTE Sector: Health Science and Medical
Technology
CTE Pathway: Public and Community
Health
Grade 11

The purpose of *U.S. History and Public Health* is to analyze the significant periods of U.S. history while building and establishing a foundation of practical knowledge in healthcare applications. Students will study thematic events in history as a pathway to understand the context and scope of public health on both the individual level and within the public sector. Students will analyze the cause and effect relationship between events throughout U.S. history, and the country's approach to health and medical care. Examples include the Great Depression and how the U.S. government changed policies to improve the health of the citizens as well as the impact of the Civil and World Wars and how battlefield medicine improved health care of the citizens. Students will use their analysis of the integrated curriculum that includes traditional texts, primary source health and history documents, as well as public sources to demonstrate their skills and knowledge in U.S. history through the lens of healthcare. On completion of the course, students will be completing their eleventh grade U.S. history requirement while being prepared for the advanced health course in their CTE Health Care pathway.

World History by Design/2711

History / Social Science (A) / World History /
Cultures / Historical Geography
CTE Sector: Arts, Media and Entertainment
CTE Pathways Design Visual, and Media
Arts
Grade 10

World History by Design is a course in which students will analyze significant periods in world history from the development of government systems through to modern times while building the basic skills of graphic design elements and principles. Students will use major world

events such as revolutions, wars and globalization as the inspiration for design projects to synthesize the knowledge into cohesive assignments that are both content driven and conceptual. Students have the opportunity in this course to demonstrate their knowledge of historical content through the creating art, using the elements and principles of design. Students will produce a series of artistic products that reflect their comprehension of both historical content and relevant design skills; from the years of the ancient Greeks and Romans through the modern post Cold War world. Students will integrate the reading and viewing of traditional texts, primary source resources, technology manuals, digital media sources, appropriate era artwork and tutorials to demonstrate their knowledge of design and world history. Upon completion of this course, students will have completed their world history requirement and be prepared to take additional design courses.

"b" English

Acellus High School English I/2130

English (B)/English
Grade 9

The Acellus High School English I course provides a detailed investigation of literary techniques and devices using classics from American and English literature as examples. It explains how to recognize these techniques and to incorporate them into writing. It also presents strategies for expanding vocabulary through reading and provides focus on grammar skills for advanced writing.

AP English Language and Composition / 2170

English (B) / English
Grade 11

The course content is organized into nine units of study that provide one possible sequence for the course. The units define the skills you'll work on as the course progresses, but your teacher can choose the content and themes that you'll focus on in each unit. Students learn about the elements of argument and composition as you develop

your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something.

Changing Hearts and Minds: English and Digital Med / 2133

English (B) / English

CTE Sector Arts, Media, and Entertainment

CTE Pathways: Design, Visual, and Media Arts

Grade 12

Changing Hearts and Minds is a year-long course that teaches students to act as purveyors of change in the world-at-large. Throughout the course students will analyze a variety of print and digital texts in order to identify and interpret an author's, artist's, and/or designer's message, and to determine how a specific audience drives a creator's decision-making process. Students will evaluate and successfully use visual design principles and elements to enhance, distribute and increase visibility of a message or cause. This process will lead students to use writing and the principles of design to create texts and visuals that tell stories and convey effective messages for the purposes of effecting change; this also leads students to be critical thinkers and active receivers of messages. Students will read fiction and nonfiction as sources of inspiration and discovery and then write to learn with an emphasis on how choices of diction and syntax shape a message. Throughout the course, students will use collaboration processes, oral communication, presentation and creative problem solving to strengthen and apply their knowledge of written and visual messaging.

Designing the American Dream: English 11 and Media / 2132

English (B) / English

CTE Sector: Arts, Media, and Entertainment

CTE Pathways: Design, Visual, and Media Arts

Grade 11

Students analyze a diverse collection of American voices in literature and film as they

relate to manifestations of "The American Dream" across time, regions, and cultures. Students think critically about how depictions of "The American Dream" have evolved and been perpetuated by literature and the media, and use this understanding to create textual and visual responses, which reflect a deeper understanding and personal perspective on "The American Dream." Students integrate this extensive literary knowledge with a mastery of video production technical skills. Throughout the course, students develop as critical thinkers, writers, and filmmakers in the analysis and design of their own American Dreams.

Get Reel: English Through Your Lens / 2131

English (B) / English

CTE Sector: Arts, Media, and Entertainment

CTE Pathways: Design, Visual, and Media Grade 10

Get Reel: English Through Your Lens challenges 10th grade students through the intensive analysis of text, including media, informational writing, and fiction. Students develop the abilities and skills to effectively produce powerful video messages, oral presentations, and writing to critically examine and deconstruct ideological and social influences and understand how these influences impact both individual and group identity.

Students in this engaging 10th grade English class learn to recognize themselves as both products and members of society as they study and create a variety of text, including narrative and analytical writing, constructed argument, visual mapping, multimedia, and video messages. They understand that language is a powerful medium when read, written, spoken, and performed with purpose. While students explore the universal themes of identity, power, and freedom, with extensive focus on the novel, poetry, informational text, and film, they acquire important technical skills needed to use digital media tools for filming and editing. They gain the necessary abilities for digital media production, while participating in a rigorous, integrated creative English and

media course that provides real-world connections through extensive career and technical content.

Language Takes the Stage: English 9 & the Performing Art / 2130

English (B) / English

CTE Sector: Arts, Media, and Entertainment

CTE Pathway: Performing Arts

Grade 9

Who are we and what do we contribute to the stage of life? In ***Language Takes the Stage***, we consider what theatre is and why people feel compelled to create it. In addition to analyzing, researching, and writing about text, students take an active role in transforming text to actual performances. Language, theater, culture, and self are the driving themes of this course. We compose monologues, write narratives, act, argue character interpretation, invent, improvise, and otherwise consider how the story is told and how the story is used to influence and communicate with the world around us. Quite simply, we travel the path from page to stage.

“c” Mathematics (C)

Acellus Advanced Algebra I/2447

Mathematics (C)/Algebra I

Grade 9

Acellus Algebra I – Advanced teaches students the basic principles, rules, and operations of working with expressions containing variables. Upon successful completion of Acellus Algebra I – Advanced, students will have a strong foundation in basic Algebra skills upon which they can build as they delve into more advanced mathematical concepts in future years. Students will know how to solve equations and inequalities and systems of the same. They will be familiar with various types of functions — including linear, quadratic, exponential, and rational functions — and use them to model real world situations. They understand and can identify linear and exponential patterns. Students know what polynomials are and how to factor them. They learn how to model using quadratic equations and have experience working with

radical and rational expressions and equations. Students will be familiar with frequency tables, histograms, and box and whisker plots, and will know how to conduct a meaningful survey. They will also know how to calculate permutation and combinations, theoretical and experimental probability, as well as the probability of compound events.

Acellus Algebra II Plus/2404

Mathematics/Algebra II

Grades 9, 10, 11, 12

Algebra II builds upon the algebraic concepts taught in Algebra I, continuing on to functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts. In Acellus Algebra II, basic skills learned in Algebra I are reinforced and built upon. With the successful completion of this course, students will have the solid foundation in Algebra needed for continued success in more advanced math courses. Students will have reviewed expressions, equations, inequalities, and systems and extended their understanding of functions, equations, and graphs. They have attained a deeper understanding of linear, quadratic, exponential, and rational functions and how to transform them and use them to model situations. They also have a basic understanding of polynomial, radical, and logarithmic functions. Students have attained an understanding of complex numbers and know how to graph them and perform various mathematical operations with them. Students are experienced working with sequences and series. They are familiar with various conic sections, their graphs and equations. Students know how to perform operations on matrices and use them to solve systems of equations and to perform geometric transformations. Students are more confident with calculations involving permutations and combinations. They know how to calculate the probability associated with multiple events and also conditional probability and are familiar with probability models. They also have worked with binomial, normal, and probability distribution functions. Students are familiar with the unit

circle and graphs of the sine, cosine, and tangent functions and how to translate them. They also know basic trig identities and how to use them to solve problems.

Acellus Geometry Plus/2413

Mathematics (C)/Geometry

Grades 9, 10, 11, 12

Acellus Geometry provides students with a knowledge of geometric concepts and guides them through the process of developing important mathematical reasoning and proof skills. Students also gain a perspective of how geometry is an integral part of everyday life.

Upon completion of this course, students will have demonstrated a mastery of geometric concepts and have developed important mathematical reasoning and proof skills. They will also be more aware of how geometry is an integral part of everyday life. Students will be familiar with parallel and perpendicular lines and how to use them to determine angle measures and congruency. Students will learn various theorems and postulates that prove triangle congruency and similarity, including SSS, SAS, ASA, and SAA Congruency Postulates and the SSS Similarity Theorem. Students know how to calculate the sum of the angles in a polygon. They also are familiar with properties of parallelograms and how to transform various geometric figures. Students have an understanding of basic relationships within triangles and have been introduced to right triangles and the basic trig functions – sine, cosine, and tangent – and have experience using them to solve problems. Students know how to calculate the area of a variety of polygons. They know how to calculate the perimeter, area, and volume of similar figures. They are experienced calculating the surface area and volume for prisms, cylinders, pyramids, cones, and spheres. Students also learn about circles. They learn how to calculate the circumference and area of circles and sectors. They are familiar with chords, arcs, and inscribed angles. Students are familiar with probability distributions and have a deeper understanding of permutations and combinations. They also know how to solve compound and

conditional probability problems and have experience with probability models.

Algebra 2 for the 21st Century / 2438

Mathematics (C) / Algebra II

CTE Sector: Information and

Communication Technologies

CTE Pathways: Software and Systems Development

Grades 9, 10, 11, 12

This course is designed for students who are passionate about applications of mathematics and have a desire for a career in computer programming. In this course, Algebra 2 standards are combined with the game, simulation, and software development concepts into an integrated secondary curriculum that meets both Algebra 2 course requirements and CTE standards. Students will research, analyze, and modify existing program code and develop their own program code that will integrate major Algebra 2 concepts in each of the six units; linear functions, quadratic functions, polynomial function, rational expressions and equations, exponential and logarithmic functions, and systems of equations. Through the unit programming projects, students understand and master the mathematics and programming code necessary in the development of games such as Pong and Angry Birds and the simulation of fractal images based on iterating rational functions. Students will also explore some ethical issues around the rapid development of technology and its impact on society.

Da Vinci Algebra 1 - Math / 2437

Mathematics (C) / Algebra I

CTE Sector: Arts, Media, and

Entertainment

CTE Pathways: Design, Visual, and Media Arts

Grade 9

Upon completion of ***Da Vinci Algebra 1***, students experience, and gain breadth and depth of understanding of fundamental algebraic concepts and standards integrated with a multimedia art perspective and approach. It recognizes the elemental connections between mathematics and art

and allows students to consistently communicate their comprehension. Students demonstrate mastery in proportions, linear and quadratic relationships and systems, rational and irrational equations, problem solving, functions, and exponentials. The course integrates and relates artistic and media fundamentals such as design, composition, color, perspective, space, and anatomy. Students create an electronic and physical portfolio that allows them to communicate and record their understandings of the mathematics and art topics both individually and relationally. Through this method, students will be introduced to the appreciation and beauty of both disciplines.

Geometry + Computer Visualization/Simulation

Mathematics (C) / Geometry

CTE Sector: Information and Communications Technologies

CTE Pathways: Software and Systems Development

Grades 9, 10, 11, 12

This course seeks to introduce students to a range of careers - including software development, computer programming, game design, digital fabrication - and methods that use computers to visualize geometric information necessary for product design. Using applied geometry, students create a final 3D-printed product that demonstrates the key role that geometry plays in a particular industry. Throughout the course, students will integrate geometric principles with computer-based programs and designs while learning to create and work in a technical environment that facilitates workplace efficiency and online communication. Students use information and communication technology (ICT) practices to share their geometry-based findings and projects with each other, their teachers, family and others. Upon completion of this course, students will be familiar with the many ways that computers can be used to simulate and model geometric concepts using computer programming and modeling, simulations and interactions, and three-dimensional

printing. This course will also have an **ongoing assignment**: to maintain an online portfolio or folder, either in a Google Drive, Dropbox, Wiki, or Blog, where students can store documents, assignments and products from the course.

Pre-Calculus with Trigonometry AB / 2407

Mathematics (C) / Algebra II / Trigonometry
Grades 10, 11, 12

Pre-Calculus is designed to help prepare students for the advanced study of Calculus. The first half of the course focuses on topics in Math Analysis, including graphing and solving functions (quadratic, polynomial, exponential, rational, and logarithmic), conic sections, parametric equations, and complex numbers. The second part of the course is dedicated to the study of Trigonometry, with topics concentrating on understanding the unit circle, trigonometric functions, special angle formulas, laws of sines and cosines, and polar coordinates. This unit serves as the prelude to topics that are necessary for the study of Calculus. The final part of the course is an introduction to the study of limits. Throughout the course, graphing calculators are utilized for the purpose of modeling and solving problems.

“d” Laboratory Science (D) / Biology / Life Sciences

AP Biology A/B / 2670

Laboratory Science (D) / Biology / Life Sciences

Grades 11, 12

Study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena.

Biology and Community Health / 2603

Laboratory Science (D) / Biology / Life Sciences

CTE Sector: Health Science and Medical Technology

CTE Pathways: Public and Community Health

Grades 9, 10, 11, 12

Biology and Community Health is a college preparatory laboratory science course with Next Generation Science Standards for Life Science integrated with Public and Community Health Pathway standards. This course is designed to provide students with an understanding of biological concepts through the study of the effect of disease on public and community health. Students will engage in experiments, conduct research, complete simulations and apply knowledge of cellular physiology to understand the spread of disease, which is the foundation of public and community health. Students will use experiments and genetic concepts to demonstrate the prevalence of hereditary disorders within a community. Using the concepts of evolution, students will examine the relationship between humans and pathogens and their change over time. Students will trace how public health has impacted the size of the human population over time. They will identify environmental issues affecting health in their community and then create action plans to improve the health outcomes within the community. The course culminates with students engaging in community health by going out and educating their community about relevant health problems prevalent in that community.

Chemistry and Environmental Engineering: Water We / 2607

Laboratory Science (D) / Chemistry
CTS Sector: Engineering and Architecture
CTE Pathways: Engineering Design
Grades 9, 10, 11, 12

Through this course students will examine, explore, and experiment with a variety of Chemistry concepts in order to better understand how such knowledge can be used to engineer tools, products, or systems for using energy to meet human needs—such as water purification, energy needs for a community, and ways to store energy. Unit 1 features key assignments for understanding and carrying out the process of water purification. Unit 2 focuses on the energy needs of communities, such distillation as an

effective means of purifying water with dissolved contaminants. In Unit 3, students will study the basic types of chemical reactions and how energy is released or absorbed through chemical change in order to understand different plausible energy storage solutions. Finally, in Unit 4, students will create a solution to a real world problem that will bring together all of the concepts that were studied during the course. The final challenge in Unit 4 is framed around creating sustainability related to water, food, or energy consumption in a hypothetical small village. The culminating project of the course requires students to present a report that includes CAD models or prototypes, bill of materials, and Gantt chart to achieve their selected goal. They will also present their project to an authentic audience and receive feedback. In order to demonstrate and integrate student learning of both Chemistry and Engineering design, students will be prompted to collect work samples for a portfolio that will also support them with completing their culminating project.

The project portfolio should illustrate the level of student proficiency in each chemistry based skill by documenting the application of these skills in the production of each unit project. The portfolio should contain imagery, video and written reflections rich in language/vocabulary used in both the class and the associated professional industry.

As a recursive practice throughout the course, students will learn and apply documentation skills in order to create a “course notebook” chronologically recording daily progress through the course. The course notebook will be referenced recursively in each unit and should ultimately resemble a blend between traditional engineering and chemistry lab notebooks.

Physics and Engineering: Motion by Design / 2613

Laboratory Science (D) / Physics
CTS Sector: Engineering and Architecture
CTE Pathways: Engineering Technology
Grades 11, 12

In ***Physics and Engineering: Motion by Design*** students apply principles of physics and engineering to an iterative cycle of product design. In this year-long, integrated, college-preparatory course, students will develop an understanding of fundamental physics concepts in kinematics, mechanics, mechanical and electromagnetic waves, and electricity/electromagnetism while exploring robotics, computer programming, computer aided design (CAD) and rapid product development. Working individually and in teams, students complete a series of design challenges to develop key skills in computer programming, 3-D modeling software, engineering technology, and physics concepts. The course culminates with competition-ready, semi-autonomous devices presented as marketable products designed to serve a specific purpose in the local community. These projects promote critical thinking, communication, collaboration, creativity and provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. By successfully completing the course, students will be prepared for success in college science and engineering as well as in high-demand careers like automation and advanced manufacturing.

“e” Language Other than English

Acellus Spanish 1 / 2206

Language Other than English (E) / LOTE

Level 1 Spanish

Grades 9, 10, 11

Spanish 1 is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as leisure activities and hobbies, their classes and school life, their families, as well as parties they may plan for various holidays and important dates.

Acellus Spanish II / Acellus Spanish II

Language Other than English (E) / LOTE

Level 2 Spanish

Grades 9, 10, 11

Spanish II is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as daily activities and routines, travel, their childhood, news and emergency situations, and fairy tales and legends.

AP Spanish Language and Culture

Language Other than English (E)

Develop your Spanish language skills and learn about the cultures in Spanish-speaking parts of the world. You'll practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books.

AP Spanish Literature and Culture

Language Other than English (E)

Build your language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, you'll read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.

Spanish 1 A/B / 2206

Language Other than English (E) / LOTE

Level 1 Spanish

Grades 9, 10, 11, 12

This Spanish 1 high-school course introduces students to effective strategies for learning the beginning of the Spanish language. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of addressing, participate in brief guided conversations on familiar topics, and writing short passages with guidance. This course also emphasizes

the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products, and perspectives of the Spanish-speaking culture; recognize basic routine practices of the targeted culture; recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture.

Spanish 2 A/B / 2206

Language Other than English (E) / LOTE

Level 2 Spanish

Grades 10, 11, 12

Spanish 2 is a course for tenth, eleventh, and twelfth grade students. The purpose of this course is to enable students to continue to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. The course will include, but is not limited to: grammar, short readings, paragraphs and oral presentations. Students will be assessed through various formats, such as formal and informal writing, reading comprehension assignments, PowerPoint Presentations, oral recordings and grammar assessments.

Students in Spanish 2 will demonstrate understanding and skills knowledge to confirm their mastery of California State Standards in Spanish 2. Spanish 2 is designed to satisfy state standards; as well as, our school's expectation of becoming independent learners, critical thinkers, and thoughtful community members. Students will continue to develop the skills necessary for critical writing and reading, so that they may be appropriately prepared for college level work.

Spanish 3

Language Other than English (E) / LOTE

Level 3 Spanish

Grades 10, 11, 12

Spanish 3 focuses on speaking, writing and reading using advanced grammar, vocabulary, reading composition. This course introduced students to Literature and Art from Latin authors and artist. This course uses a variety of teaching, learning and assessment strategies to provide an environment for students to learn at an advanced level.

“f” Visual & Performing Arts

Foundations in Visual and Media Art / 2820

Visual and Performing Arts (F) / Visual Arts

Grade 9

Foundations in Visual Arts and Media Art

is a one-year course that teaches the elements of art and principles of design in the context of new media and entertainment. This Foundations course is designed to show students how investing in their own artistic development can open avenues for lifelong learning and professional success.

Through project-based assignments, portfolio development, and journal reflections, students continually return to their own vision, expanding their capacity to “see” as both creators and critical consumers of art and media. The curriculum focus is that students will learn art techniques and skills through projects to design and create media products. Student will engage in structured career research exploring the roles of creative professional and engaging in visual problem-solving as those professionals do.

Students will further expand their knowledge of the visual arts through learning about historical foundations and aesthetic traditions of the arts and through studio experiences. The student will use a variety of media to explore concepts and techniques, from the academic and structured to the experimental and nontraditional. Career opportunities in the arts and arts-related fields will be explored. The program will offer a distinct way of learning, seeing, feeling,

hearing, thinking and creating. This course will accomplish this by establishing links between subjects, cultures, different areas of prior knowledge and experiences. Students will be encouraged to develop the ability to express themselves and their ideas about the world they live in, working both independently and as cooperative members of a group.

This course will have a larger emphasis on studio art sessions in the visual arts such as painting and drawing. Students will explore various art techniques and mediums in order to submit a series of original art pieces. As part of the creation process, students will engage in art criticism sessions in order to evaluate each others work as they finalize their submissions. Additionally students will conduct research, write critiques, and enhance subject vocabulary.

Visual Arts 2 / 2537

Visual & Performing Arts (F) / Visual Arts

“g” College-Preparatory Elective

Business Management A/B

Business Management A/B / 182

Grades 11, 12

Integrated (Academics / CTE): Yes

Business through entrepreneurship is an experiential and project-based college prep course where students analyze small business development. Students focus on four goals: (1) Engage students by teaching math, reading, writing, writing, and communication within the motivating context of starting and operating a small business; (2) Teach students about the market economy and how ownership leads to wealth creation; (3) Encourage an entrepreneurial mindset so students can succeed whether they pursue higher education, enter the workforce, or become entrepreneurs; (4) Support students to become literate in financial setting to encourage them to learn how to save and invest to meet their life goals. Students will study entrepreneurship through the lens of critical analysis and explore concepts such as: The importance of entrepreneurship in today's market economy, Opportunity

Grades 10, 11, 12

The first Visual Arts II unit is *Art History* and is ten-weeks long. In this unit students explore and demonstrate how to create, present/produce, respond and make connections to art history that result in a culminating public art exhibition:

'Night At The Art History Museum' Students construct a large-scale time line that spans the interior walls of the entire school. The time line chronologically displays student research papers and hand-made replicas of important historical artworks. On the day of the 'art show opening' students dress up in costumes from iconic art eras that span from the Prehistoric era to the 21st century. Students learn how to compare and contrast art eras, apply aesthetic values when writing about selected artworks, and conceptualize various ways to present their research (*writing, illustration, sculpture, installation, fashion*).

Recognition, Communicating in Business, Ethical Business Behavior, Social Responsibility, Competitive Advantage and Sustainability, Market Research and Analysis, Business Financial and Analysis, Advertising and Marketing Products and Services, Start-up Investments and Operating Costs.

Service-Learning Leadership

Service-Learning Leadership / 2719

Grades 9, 10, 11, 12,

Service-Learning Leadership is intended for students to focus on leadership, project management and philanthropic skills gained in a through their Service-Learning Leadership experiences. Students will combine high-level critical thinking, reading, writing and analytical skills in order to create and implement service based and entrepreneurial projects. Students will research and evaluate, project planning and execution; as well as, leadership and critical thinking based activities in order to further develop these key skills as they also contribute to civic engagement and social consciousness in their local and global

communities. Students will participate in lessons focused on assessing root causes and evaluate progress along with working toward how to affect social issues in a positive manner. Students will use the best practices for service projects learned through Service Learning in order to continue their work on teachers, students and class planned service projects both on campus and in the greater community.

Students will have the opportunity to take their work on service projects and philanthropic events to a deeper and more meaningful level as they are able to implement lessons learned from previous years to refine them. This course will allow students to synthesize information obtained from previous years to further grow as leaders, creative thinkers, and self-directed lifelong learners.

Non-A-G Course Physical Education-2 year requirement

BCCH offers and implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the Challenge Standards for Student Success: Health Education (California Department of Education, 1998). An approach to physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun. Promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution. Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

BCCH will administer the physical fitness in grade 9 as required by EC Section 60800 and 5 CCR Section 1040.

Non-Core Courses and Support Programs

Visual Art and Technology Foundations in Visual Media Arts

Course Description: Bert Corona Charter High's Visual Art and Technology is a two-part course in which students will use the foundations of art to study the theories of art making as well as developing digital techniques. Experimentation is encouraged even if it results in failure. Creating art using technology allows for experimentation, exploration and play in computer programs. At times technology skills can seem daunting and tedious but a directed study using play allows for a more self-directed approach. We will encourage and reward curiosity, self study and students bringing in self-directed content. During our Drawing and Painting intensives we will focus intensely on developing mastery of mark making, value, color and mediums. Students will obtain mastery of each of the A-G California State Core Requirements for the visual arts along with an introduction to some college level art skills.

During the course of the year we will be combining art theory with technological skills. Because of the complexity of using technology with art we will often be addressing multiple requirements of CA state core standards in one project. By addressing these skills multiple times and in many ways we will gain mastery of the techniques being taught this year. By the end of the year students will be well acquainted with art criticism and the deconstruction of an image or artwork. They will be visually literate. We will explore the ideas behind artworks and facilitate an intensive study of the student's own approaches to creativity. Students will be brought from beginning to mastery of high school level

intermediate drawing techniques as well as painting techniques. They will learn how to manage a portfolio and maintain a digital portfolio of their art.

By the end of the 1st year students will know basic data management, Photoshop, Illustrator, Animate, InDesign and Canon digital photography. By the end of the 2nd year students will know Premiere editing, Canon filmmaking, Blender digital sculpture, clay sculpture, and digital sculpture manipulation. Students will create multiple assignments using the Adobe Creative Suite. We will learn new technological skills and reinforce foundational technological skills by making art projects utilizing specific techniques multiple times. They will use their new digital skills to create and promote an art event to their community. They will be well practiced at altering images and knowledgeable about using the appropriate file formats depending on the objectives of the project.

Visual Media Art Level Two **Design Elements**

Introduction to Art History and Google Tools, Life Drawing, Presentation:

Students will be able to analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students will learn about different art movements and be able to recall the differences in each. Students will focus in the principals and elements to analyze art from different cultures and time periods, and will write a cumulative report on a specific artist. Students will create art that mimics the style of each movement so that they can more deeply understand the driving forces behind the art movements.

Students learn the basic Google Tools. Starting with a submission of password and email on Google Docs, Students will learn to use Google classroom to turn in assignments. They will create a presentation in Slides of expectations, and input the deadlines for their first assignments in Google Calendar. They will also use Sheets to participate in a classroom icebreaker. Students will piggyback on what they learned the prior year and deepen their understanding of Google tools and computer shortcuts.

Students learn the basic mechanics of creating figurative drawings. Starting with a lesson on drawing materials and uses, students learn a foundation in sketching and Blocking to create a human form. Students learn to break down objects into shapes. They learn to identify 5 values and create a value finder to use for their final sketch. They will finish a still life composition using at least five values, focusing on light and texture.

Visual Media Arts III **Art Level Three** **CTE Capstone**

Bert Corona High School's Visual Art and Technology 3 is an extension course in which students will develop the foundations of art and combine their knowledge of digital techniques. Students will complete career technical fine art projects, and then enhance their understanding by completing the digital counterpart. Experimentation is encouraged even if it results in failure. Creating art using technology allows for experimentation, exploration and play in computer programs. At times technology skills can seem daunting and tedious but a directed study using play allows for a more self-directed approach. We

will encourage and reward curiosity, self study and students bringing in self-directed content. During our fine art intensive projects we will focus on story telling through imagery, creating accessible logos with a thorough mastery of symbolism, learning carving and sculpture, and color combination techniques. Students will obtain mastery of each of the A-G California State Core Requirements for the visual arts along with an introduction to some college level art skills.

During the course of the year we will be combining art theory with technological skills. Because of the complexity of using technology with art we will often be addressing multiple requirements of CA state core standards in one project. By addressing these skills multiple times and in many ways we will gain mastery of the techniques being taught this year. By the end of the year students will be well acquainted with art criticism and the deconstruction of an image or artwork. They will be visually literate. We will explore the ideas behind artworks and facilitate an intensive study of the student's own approaches to creativity. Students will be brought from intermediate artists to professionally literate. Students will learn how to manage a portfolio and maintain a digital portfolio of their art.

Success For All Reading -English Language Development (ELD)

The Reading Edge High School is a comprehensive, cohesive literacy program that arms students with the skills and strategies they need to read, understand, and learn from content-area texts. Since the range of reading achievement is extremely broad in this age group, the Reading Edge High School provides programs for students from the 4th grade through grade 9 and pre-honors. The purpose of this program is to accelerate incoming students to a 9th grade or pre-honors reading level and prepares them for success throughout the rest of high school.

In addition, SFA is used to support English Learners in attaining English language proficiency. ELD strategies, such as total physical response, realia, and appropriate use of cognates, to help children transfer skills from Spanish to English reading.

Research on language of instruction, reviewed most recently by Greene (1997) and Slavin and Cheung (in press), has generally found that bilingual programs are more effective than English-only programs. Slavin and Cheung found particularly strong evidence favoring paired bilingual programs, in which students are taught to read both in their native language and in English, beginning in kindergarten or first grade, a strategy typically seen in two-way bilingual programs.

Whatever the language of instruction may be, educators concerned with ELs need programs known to be effective with these students.

Among the beginning reading studies that met the inclusion criteria, six evaluated the Success for All program (Slavin & Madden, 1999, 2001). Success for All is a comprehensive reform model that provides schools with well- structured curriculum materials emphasizing systematic phonics in Grades K–1, and cooperative learning, direct instruction in comprehension skills, and other elements in Grades 2–9. It also provides extensive professional development and follow-up for teachers, frequent assessment and regrouping, one-to-one tutoring for children who are struggling in reading, and family support programs.

Linked Learning Component

Linked Learning is a high school improvement approach that makes learning exciting and challenging. It connects strong academics with career technical education and real-world experience in a wide range of fields, helping students gain an advantage in high school, college, and career. Bert Corona Charter High will offer two Linked Learning pathways: Media & Design Arts and Graphic Arts Technology.

Pathways that link learning with student interests and career preparation lead to higher graduation rates, increased college enrollments, and higher earning potential. While there is no one right way to implement a pathway, each embraces four core components. Used in schools throughout California, this integrated approach helps students build a strong foundation for success in college and career—and life.

- Offers students personally-relevant, wholly-engaging, and rigorous academic and technical curricula combined with exposure to real-world professions.
- Helps prepare students to graduate from high school well prepared to enter a two- or four-year college or university, an apprenticeship and formal job training.
- Exposes many students in school to previously unimagined college and career opportunities.
- Provides extensive supportive services to ensure students are successful.

Reading Edge High School is a program based on the following elements:

- **High Expectations:** To succeed in rigorous high school courses, students must comprehend complex texts. The Reading Edge High School provides explicit instruction and in-depth practice to develop effective strategies for content areas. The top level of the Reading Edge prepares students for AP and other challenging courses.
- **Engaged Students:** Students are actively involved every day in discussing, analyzing, and questioning their reading and thinking with team members in a positively structured cooperative-learning environment.
- **Quality Teaching:** Carefully crafted materials, supportive school-wide systems, and extensive professional-development support with ongoing coaching create a culture in which quality teaching is the norm.
- **Data-Driven Planning:** Students are assessed and placed in an instructional group at a level at which they can be challenged and succeed. Progress is assessed every quarter, and students move to a new level as they grow.
- **Students in the Reading Edge** will be grouped into separate classes according to their reading levels. All instructional levels of the reading edge allow students to progress at their own pace, gaining pride and confidence in their abilities. Students are retested approximately every eight weeks, so they can move to the next instructional level when they master the current one. Instruction is consistently matched to students' gains in ability
- **Level 1** (first-grade reading level) focuses on letter-sound correspondences with decoding and word recognition in photographically illustrated contemporary text.

- Levels 2 and 3 (grades 2 and 3 reading levels) uses simple fiction, nonfiction and reader's theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.
- Levels 4-8+ (grades 4 through 8 reading levels) uses expository, short stories, novels, poetry, drama, and speeches to help students become more strategic readers and respond to text effectively using the writing process. Focus is on instruction in four reading strategies (clarifying, predicting, questioning, and summarizing), building vocabulary and fluency, and on core reading skills such as identifying main ideas, sequencing information and events, comparing and contrasting, distinguishing fact from opinion, recognizing cause/effect and problem/solution relationships, drawing conclusions, and analyzing story elements and the author's craft.
- Level 9+, Pre Honors and Pre AP Levels: students read a variety of texts including primary sources, informational texts in science, technology, math, history, art, and social sciences, as well as essays, poetry, speeches and short stories. These readings are typical of complex text encountered in high school content area classes, textbooks, and on college entrance exams. Students receive explicit instruction in the metacognitive strategies they need for critical reading of these texts, stating and supporting an opinion, and connecting ideas across texts.

ALEKS Math Elective

Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course s/he is taking.

ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction to the cost of a human tutor. ALEKS has been used by millions of students in more than 50 academic subjects ranging from Basic Math to Pre-calculus and collegiate level math courses at thousands of institutions throughout the world.

Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Española."

- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, s/he automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.

- ALEKS offers a comprehensive message center that allows the student to communicate with her instructor about the content using subject-appropriate notation.
- ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of a course.

Achieve3000/Empower

Achieve3000-Empower3000 is used to improving high-stakes test performance, meeting more rigorous Common Core standards and increasing graduation rates. Ensuring that students have the critical literacy skills to compete and succeed post-graduation. At Achieve3000 has resulted in significant gains in reading and writing abilities in grades 9-12 -- the time when students must perform at their best in order to be fully prepared for college and career. To date this program is the only differentiated online literacy solution for grades 9-12, Empower helps them do just that. The program is powered by Achieve3000's LevelSet™ Lexile® assessment tool and proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level. By doing so, Empower enables all students to make continual progress and improvement.

Empower3000 closely aligns with key objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. This program has a proven record of rapidly accelerating reading comprehension, fluency, writing proficiency, vocabulary development and high-stakes test scores. In fact, national studies show that Empower3000 enables students to double-to-triple expected reading gains in just 40 sessions.

Empower is the only differentiated online literacy solution that:

- Encompasses the entire classroom — providing the same topics and lessons to all students while teaching students one-on-one at their individual levels
- Delivers differentiated assignments at 12 different reading levels, along with formative assessments linked to state and Common Core standards
- Uses a Five-Step Literacy Routine that enables students to acquire knowledge from informational text, develop strong content knowledge, use higher order thinking skills, argue effectively with supporting evidence, and communicate effectively when writing and speaking — all key Common Core requirements
- Also provides bonus Anchor Lessons featuring grade-specific content that addresses the progression of skills of the Common Core anchors
- Continually assesses students' reading levels and provides results immediately so teachers can address weaknesses and gaps, and further build on strengths
- Automatically adapts content as Lexile levels change, providing more challenging content in order to drive steady improvement
- Engages students with interactive, motivating current-events articles and assignments — and extends learning beyond the classroom (70% of students use Empower outside of normal school hours)
- Includes powerful, easy-to-use reporting with real-time diagnostic and achievement data for teachers and administrators

- Comes with MetaMetrics' Find-a-Book tool - an online tool that lets teachers, students and parents enter Lexile measures, select students' interests, and find just the right books at just the right reading/text complexity level

Achieve3000 provides two other breakthrough tools - the College/Career Readiness Report and the High-Stakes Test Forecast Report.

- The College/Career Readiness Report is the only report that reliably forecasts students' ability to read and comprehend complex text — and thus their readiness for college and career based on current Lexile and Common Core quantitative guidelines
- The High-Stakes Test Forecast Report reliably forecasts student preparedness for high-stakes tests, customized based on individual state standards and tests

NWEA MAP

Based on over 30 years of solid research, NWEA MAP computer adaptive interim assessments create personalized test for every student: they provide the most stable scale and data in the assessment industry. The [interactive MAP Learning Continuum](#) to deliver instructional insights that help them accelerate student learning. The NWEA Maps offers student progress results after every Measures of Academic Progress® (MAP®) interim assessment, each student receives a score that helps assess what he or she knows, is ready to learn, and is projected to achieve. These assessments offer reliable, and stable scale—you can trust that the scores you see are both accurate and fair. Our scale, the RIT (Rasch Unit) scale, is a stable equal-interval vertical scale. You can compare your students' academic performance relative to: National achievement and growth norms State standards, including the Common Core State Standards (CCSS)

- Teachers
Personalize instruction in order to maximize every student's academic growth
- Principals
Track/Monitor the achievement and growth of individual students and classrooms and help evaluate the success of your programs
- Educational leaders
Understand the progress of every student, classroom, and the school as a whole.

i-Ready Assessments

i-Ready Assessments are designed to illuminate student learning. They offer teachers the most accurate, most actionable data possible to help them guide their students toward continued growth. The intuitive reports from the adaptive i-Ready Diagnostic and i-Ready Standards Mastery help teachers make more informed decisions about whole class, small group, and individual instruction.

I-Ready Diagnostic

i-Ready Diagnostic is an adaptive assessment designed to provide teachers with insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs.

i-Ready Standards Mastery

i-Ready Standards Mastery provides flexible assessments designed to measure specific grade-level standards. Built to map to your scope and sequence, *Standards Mastery* allows educators to quickly identify when reteaching or remediation is needed as standards are covered across the year. The program's intuitive reports visualize student performance on recently taught material and highlight misconceptions that may prevent students from making progress.

Understand Student Performance

The *i-Ready* experience begins with students taking the online adaptive diagnostic assessment. Based on Diagnostic results, *i-Ready* reports provide detailed information on student performance by domain, clear instructional recommendations, including a personalized instructional path, and aggregate data for spotting trends across groups of students.

Measure And Monitor Growth

i-Ready's growth measures provide a detailed portrait of student growth and chart a path to grade-level proficiency for every student.

1.13 Instructional Methods and Strategies

Academic Core Curriculum

Bert Corona Charter High's graduation requirements, transferability from high school into college or universities will meet or exceed the national and state California Common Core State Standards as well as the A-G requirements of admission into the University of California and California State University.

Designed For The Classroom

The *i-Ready Diagnostic* was developed to provide teachers with quick actionable data to make instructional decisions every day. Student Diagnostic results are complemented by practical instructional resources for teachers.

Freshman Summer Bridge Program

During a student's transition to high school, a "Freshman Summer Bridge Program" will be provided in a four-day summer experience linking/indoctrinating incoming scholars into the Bert Corona Charter High culture. Scholars are engaged by 9th grade faculty with an aim to (1) guide them through the academic advising process with special emphasis on the A-G requirements, (2) present and explore the high school's graduation requirements, (3) provide key resources and tour the campus, and (4) inspire and motivate scholars to be active members of the Bert Corona Charter community by providing them with email accounts and personal Chromebooks. An integral and essential aspect of this program is assessing baseline performance in math and ELA using i-Ready Assessments and Achieve 3000 Reading Inventory. Moreover, scholars will have the opportunity to engage with our academic enrichment partners from GEAR Up with the goal of ensuring access and support throughout the year. Additional onboarding activities include team-building

with an emphasis on social emotional competencies to affirm the newest cohort is ready to join the Bert Corona Charter High community.

Senior Seminar

College Success Seminar for Seniors

Integral to the College Success initiative, we will offer a variety of programs designed to give our scholars the opportunity to experience “real life” on-campus activities.

These include:

- Summer college courses on local college campuses (Woodbury and UCLA)
- College application preparation which includes navigating the four systems of high education, personal statement preparation and the financial aid process.
- Service learning and community projects
- College campus visits
- Self-growth activities and workshops to bolster Social Emotional competencies
- Student and family workshops to holistically address the F.A.C.T.S (Financial, Academic, Career, Technology, and the Social aspects of transitioning to college)

By participating in our College Success Seminar, students are able to experience and explore a variety of post-high school options. The College Success Seminar utilizes key strategies:

- Holistic academic advising
- Connection to college campus programs and resources
- Peer mentoring opportunities
- Financial Aid and scholarship applications

Personalized Education Plan (PEP)

A tailored 4-year Personalized Education Plan (PEP) will be set into motion for each student when he/she enters Bert Corona Charter High in the 9th grade. The College Counselor will initially meet with the student and his/her parents to present them with Bert Corona Charter High graduation requirements and curriculum that meet State and Common- Core content California Common Core State Standards. Students, in consultation with their parents and the Counselor, will select a Linked Learning pathway and that will form the basis for their Personalized Education Plan (PEP). In 10th grade, the Student Success Team (SST), which includes the teacher advisor, other teachers, the college counselor, and parents, supports the student’s progress from one grade to the next by providing the academic and behavioral interventions to keep them on track with his/her PEP. The PEP is an organic document updated every semester as sequenced coursework is completed for graduation and college readiness is monitored, future plans are solidified, and special needs arise (e.g. tutoring). PEPs help students become college and workforce ready by focusing their attention and goals and incorporating work-based learning opportunities. All Students With Disabilities (SWDs) are mainstreamed into regular classes with their state-required Individual Education Plan (IEP), and receive all allowable accommodations of their plans.

Family-Community-School Partnerships

The Bert Corona Charter High is committed to community-based education providing support for its students through an integrated approach to school, family, and community. Bert Corona Charter High embodies the belief that students thrive when they are part of a supportive community. Bert Corona Charter High specifically defines community-based learning in the following ways:

Service Learning: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience. **Community Resources in the Classroom:** to support student learning, Bert Corona Charter High draws on existing community relationships to involve family, college-age tutors, and mentors in the education of its students.

School as a Community Center: the school serves as a hub for life-long learning for the neighborhood providing services such as parenting workshops, computer literacy, and ESL classes.

Service Learning is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings learning alive and grants it real-life relevance. Teachers at Bert Corona Charter High are expected to establish community connections in their field and integrate service learning into their academic units, with a focus on providing service learning opportunities that build on what students are learning in their chosen career pathway. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

Bert Corona Charter High integrates the classroom and real life experiences with the community through its service learning and community service programs. Community service and service-learning projects are designed using the same Strategic Design for Student Achievement template, in order to ensure that they address standards as well as serving the community. Because service learning is integrated into core academic courses, projects are monitored by the teachers who are using that instructional strategy. Teachers will use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. Students will connect classroom learning with real life projects to enhance their understanding and motivation for academic achievement.

Service projects will reflect the best practices in service learning identified by Youth Service California (www.YSCal.org):

Integrated Learning

- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.

- The service informs the academic learning content and the academic learning Content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service

- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

Collaboration

- The service-learning project is collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

Student Voice

- Students participate actively in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age.

Civic Responsibility

- The service-learning project promotes students' responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.

Community Resources in the Classroom: Bert Corona Charter High invites resources from the community into the school. Bert Corona Charter High will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school has integrated the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on Bert Corona Charter High School's current partnerships with these institutions of higher learning. Tutors will work with students on homework and basic skills. University volunteers may be recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community

will be invited to share their experiences and insights with students and provide feedback for student projects. Industry professionals with careers aligned with our two Linked Learning pathways will be invited to be guest speakers or to offer work-based learning opportunities such as job shadowing and internships. College-aged mentors will meet regularly with students to engage them in enrichment activities, provide positive role models, and expose Bert Corona Charter High students to possibilities beyond their community.

School as Community Center. Bert Corona Charter High continues to build on the success of serving our students and providing with opportunities to reach their individual goals. The school act as a community center for technology training and access. Computer labs at the school are accessible to Bert Corona Charter High families. Classes for parents will continue to be offered during evenings and weekends, including: computer education; family literacy; English as a Second Language (ESL); health and nutrition; and job training. The school will continue to work actively with parents, students, and community groups to address issues of gang enrollment and violence. The school campus will continue to be a place for community celebrations, performances, meetings, and events.

Parent Leadership Program – Bert Corona Charter High is committed to supporting parents through regular informational and educational events. The goal is to help parents acquire the skills and confidence necessary to become change agents for their children's' education. A dedicated and highly skilled Director of Parent and Community Relations will coordinate the schedule of events, and deliver much of the content of the Parent Leadership Program. The Director has been trained by Parents as Partners (Unidos US) and Project Grad LA. Topics and events may include the following:

- Parent/Teacher Conferences
- Structure and Function of the School
- Understanding California Common Core State Standards Based Curriculum and Instruction
- Understanding Linked Learning
- Student Test-Taking Tips and Strategies
- The Road to the University
- Let's Read / Family Literacy Night
- Family Math Night
- Science Fairs
- Student Presentations

Bert Corona Charter High believes that when parents understand the structures and operations of our Charter School, they can become more involved in their students' education. Research shows that parent involvement at their child's school is positively correlated to increased achievement. (Keith, 1993)

Small Learning Communities

To provide a personalized learning environment and continuous relationships among students and faculty, the student population will be organized into small advisory cohorts of approximately 25-30 students throughout their four years at Bert Corona Charter High. Each staff member, in addition to regular classes, will have a mixed grade level advisory that will meet daily to work collaboratively to meet the student's educational objectives. Advisory cohorts will be clustered within the two Linked Learning pathways to promote peer learning across grade levels for each pathway. Classrooms at Bert Corona Charter High will become communities of learners where ideas are respected and members are supported. Students will form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators.

Advisory Program

A key feature of the personalized learning environment is the student advisory program. Each student will be assigned an Advisor who will stay with the student, if possible, for the entire four-year high school span. The Advisories will provide students a fervent foundation in the elements of independent thinking, planning, and study and will guide them through a continuum of regularly monitored projects to a successful student-initiated senior project.

In the beginning of each year, the advisory groups will focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning and career exploration activities. At the middle and end of each year, advisory provides an avenue for students to develop digital portfolios that engage them in reflection about their effort in school, their behavior, and their academic accomplishments.

Staying with the same Advisor throughout the program is vital. Studies prove that a major challenge in the educational development of underserved students is consistent. (https://www.amazon.com/Paul-Bambrick-Santoyo/B002VJDPCSref=dpbyline_cont_book_1) Many students live in overburdened households, shifting schools, residences, friends and family members. Also, the media and pace of current events contribute to conditioning students to live in a sound bite world where immediate gratification and short-term goals are the norm.

Real education is long-term. The Advisory model forces students to focus and with the consistent guidance in the advisory period, gives them the opportunity to stretch and reach, ponder and plan, work and wait for the satisfaction of a long-term goal achieved. Students will research colleges and careers, completing their yearly Digital Portfolio, and participate in values clarification activities. Additionally, there will be an articulation between the student and the Advisor regarding issues with academic and social progress.

Educators, too, gain as advisory guides, who, over the four-year span become personally involved in the education of a specific student, not a name on the class roster. The target

population for the charter school is low-income, minority students, although mostly Latino, still come from diverse cultures and with wide-ranging individual needs. Educators need to assess their methods and approach to educating students who may not be native born and whose early education cannot be categorized or tracked. All too often, these students get lost in a large school. Especially susceptible are the quiet students who drift through without a trace of trouble or an indication of potential. Seeing these students in a truly transparent manner creates, for the educator, an opportunity to focus on all students individually and to revisit the up-close challenges of the high school years. One hour per week, staff will meet to discuss the tutorial program (available through ASES) and to strengthen and create appropriate strategies for success.

In 1992, the United States Department of Labor formed the Secretary's Commission on Achieving Necessary Skills (SCANS), which consisted of distinguished representatives from business, education, government, and labor. The mission of the SCANS Commission was to define the necessary skills to be successful in the current and future workplace. The Advisory Program will use the SCANS findings as the baseline for the program with the goal of developing a whole child that will be personally, socially and professionally successful in the future. The following are the eight major skills that SCANS identified to reach this goal. When a student enrolls at Bert Corona Charter High, these skills will be presented to them and with the help of their Advisor and parent and/or guardian, develop a personalized education/learning plan that will map and set specific goals as they develop while enrolled at Bert Corona Charter High. This Personalized Education Plan (PEP) will be periodically reviewed by the advisor and the student during the school year. Additionally, the PEP will be reviewed at the beginning of every grade to evaluate the student's progress towards their goals. During these evaluations, the student will have to demonstrate progress in the SCANS skills.

The SCANS Skills:

Basic Skills: Is the student improving every year in reading, writing, mathematics, speaking, and listening? Their test scores and grades will evaluate this.

Thinking Skills: Is the student thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reason and making good decisions? The student will need to provide evidence of "thinking outside the box."

Personal Qualities: Is the student growing in terms of individual responsibility, self-esteem, sociability, self-management and integrity (morality and ethics in computer use)? The student will have to show how they have grown personally through their papers, projects, digital portfolios or activities outside the classroom.

Resources: Is the student allocating time, money, materials, space and staff wisely? (internships and classroom simulation). The student will demonstrate their efficiency and creativity in their schoolwork, internships, and after-school activities.

Interpersonal Skills: Is the student working on teams, teaching others, leading, negotiating, working well with others from diverse backgrounds? The student will show what group projects they have been working on, what clubs they are involved in, etc.

Information: Is the student acquiring and evaluating data, organizing files, interpreting and communicating and using computers to process information. The student will show what new sources of information they have located and how they have organized that information.

System: does the student understand social organization and technological systems, monitoring and correcting performance, and designing or improving systems? The student will have to explain their group work in terms of effective communication, leadership styles, and roles played, understanding differences and negotiating techniques.

Technology: Is the student applying technology to specific tasks, maintaining and understanding equipment? The student will have to show how they are using technology in all their classes, in their lives at home, and in their personal activities.

Table 1.29: Bert Corona Charter High Curriculum/Graduation Requirements

Bert Corona Charter High Curriculum/Graduation Requirements (built on State California Common Core State Standards for graduation for ALL students)			
Subject	Bert Corona Charter High School	CA Grad.	UC Entry
English	4 years: Language Takes the Stage: English 9 & the Performing Arts, Get Reel: English through Your Lens, Grade 10, Designing the American Dream: English 11, Changing Hearts and Minds: English and Digital Med., and Media, AP English Language and Composition, Acellus online courses	3 years	4 years
Math	4 years: Da Vinci Algebra I, Geometry+Computer Visualization Simulation, Algebra 2 for the 21st Century, Precalculus with Trigonometry. Acellus online courses	2 years	3 years
Science	4 years: AP Biology A/B, Biology and Community Health, Chemistry and Environmental Engineering: Water, Physics and Engineering: Motion by Design, Acellus online courses	2 years	2 years
Social Studies	4 years: Geography A/B; World History by Design; U.S. History A/B and Public Health; Government; Journey for Justice in American; American Government & Public Services, U.S. History and Public Health Economics; Environmental Studies A/B, Acellus online	3 years	2 years
Foreign Language	2 years: Spanish 1 A/B; Spanish 2 A/B; Spanish 3 A/B. Students have the option of taking foreign language proficiency tests at CSUN, UCLA or an AP Spanish Language and Culture, AP Spanish Literature and Culture. Acellus online courses	1 year of either	2 years
Visual/ Perf. Arts	1 year: Foundations in Visual and Media Art, Visual Arts 2		1 year
Health Education	1 year: embedded in the biology curriculum, with related projects in other classes	1 year	N/A
Physical Education (PE)	2 years: Students from all grade levels play together in PE through X-Block activities implemented in consecutive 10-week sessions: volleyball, soccer, flag football, running, walking, Salsa, Dance Revolution Nintendo, yoga and calisthenics.	2 years	N/A
Electives	2.5 years: Business Management A/B, Service Learning Leadership	N/A	1 year
Presentations of Learning (POL)	ALL students complete oral presentations to two teachers for a grade (and to industry/higher education partners, parents and others for practice) each year in order to articulate to the next grade or graduate. This important process, which will evolve over several years based on feedback from industry partners, teachers and students, will help to prepare them for both college and work and will become a major event, as students prepare, and audiences engage. Our board members and all staff will assist in locating panels of judges that will provide students with this “real-world” experience. English learners (ELs) and students with disabilities (SWDs) or behavioral problems will be supported in this process as they are individually able to participate.	N/A	N/A
CTE	Permeates all learning, all classes	N/A	N/A

Bert Corona Charter High Curriculum/Graduation Requirements (built on State California Common Core State Standards for graduation for ALL students)			
Subject	Bert Corona Charter High School	CA Grad.	UC Entry
Computer Literacy	All students must be computer literate by 10th grade to keep up with the course work at Bert Corona Charter High, which is designed to prepare them for 21 st century living.	N/A	N/A
Note: Students with Disabilities usually meet all requirements. SWD students receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them reach their highest capability. Students with an IEP who need help in math, ELA and organization are put in determined best placement and offered intervention.			

CA State minimum Graduation Requirements - This option is available to students eligible for special education services and must be written into the student's IEP prior to the first day of the student's senior year.

In order to stay "on track" for graduation, students in **high school must** earn 30 **credits** per semester and 60 **credits** per year.

BCCH's California graduation requirements (Section 5.1225.3) states that all pupils receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive with a total of 210 units with a grade of a C and to include the following::

- Three courses in English (A-G Approved)
- Two courses in Mathematics, including one year of Algebra I (A-G Approved)
- Two courses in Science (A-G Approved)
- Three courses in Social Studies, including US History & World History, and one –semester course in American Government and Civics, and one-semester course
- One Visual and Performing Arts (A-G Approved)
- One Electives (A-G Approved)
- Two years Physical Education. Unless the pupil has been exempted pursuant to the provision of Education Code Section 51241.

Certificate of Completion – If a student with disabilities does not meet all state and local requirements for earning a high school diploma, the local educational agency may award the student a certificate of completion. (EC Section 56390). A student qualifying for special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion:

- 1 Satisfactory completion of 200 credits of a prescribed alternative course of study as identified on the student's IEP; OR
- 2 Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team; OR
- 3 Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of the objectives of the statement of transition services.

1.14 Instructional Materials

Instructional materials at Bert Corona Charter High will be chosen by teachers and the Administrators and coordinated within the teacher teams. Textbooks will be integrated as appropriate in relation to an analysis of California Common Core State Standards via the Strategic Design process. Specifically, teachers cluster California Common Core State Standards to design units, and then integrate textbook resources as appropriate to address California Common Core State Standards in each unit.

Student texts and instructional materials are identified based on the following criteria:

- Alignment with state California Common Core State Standards, NEXT Generation and Appendices
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school's mission
- Ease of use for teachers
- The school will continuously evaluate, update, and revise textbook adoptions based on student needs and research about the most effective resources.

Teachers will be encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, videos, textbooks, and manipulatives. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive.

1.15 BCCH Support and Use of Technology

Technology Integration

Bert Corona Charter High is conceived with the understanding that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality lesson planning. When integrated into a thoughtful, innovative lesson plan technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. Students will use technology to solve math problems, download homework, complete writing assignments, access on-line services, communicate with teachers and project team members, keep journals on their learning process, present their learning, and play games. CTE classes will teach more advanced skills in Graphic Arts Technology and Media & Design Arts.

Technology-confident teachers will be recruited to teach at Bert Corona Charter High. They will use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of

web design tool. Teachers will be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Evaluators will confirm that teachers effectively use technology as a tool for delivering instruction, and technology will be built into evaluations through class observations and focus groups to show how achievement and instruction is impacted. Research sources consulted for effective use of technology include Ravitz & Megendoller (2002) Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education (www.bie.org)

Bert Corona Charter High will strive to have one computer for each student. The computers will be centrally networked and have access to a variety of educational software. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk. Teachers will use visual aids such as LCD projectors and smart boards to aid lessons. Extensive professional development and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

Bert Corona Charter High will use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving. Communication between educators, students, and parents will increase as the school removes the barriers between classrooms, the school, and the community. Bert Corona Charter High's website will allow teachers and parents to share information, schedules, and homework assignments. Teachers will create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages for students to use in their research projects.

Collaboration will come in several forms. Teachers, professional development professionals, and administrators will be part of an online community technology infrastructure that will bridge existing communication and information tools used by educators throughout the United States.

Teachers and coaches will collaboratively build long-term interdisciplinary units that share a common theme within the two career pathways. Teachers will create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a group.

- Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the school's network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound.
- Advanced problem-solving allows students to create solutions to problems presented to them by their teacher. These problems require creativity, research, and critical thinking to solve. Students use installed software packages to test assumptions, research potential answers, and track their

- progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school website.
- Teachers at Bert Corona Charter High will have an opportunity to develop an on-line set of tools on Moodle, which allows teachers to give exams/quizzes, assignments, and lectures online. Additionally, Moodle will allow students to take the exam online, and both teachers and students receive immediate feedback.

By blending technology with project-based learning, students learn realistic and effective ways to enhance their own education, such as online research or more diverse ways to communicate with teachers and mentors, such as instant messaging, email and voice-over IP. Technology will help students understand appropriate grade-level scientific and mathematical concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology will enhance student learning by providing a multimedia-learning environment that caters to students' different learning styles. Students will use technology to develop advanced skills in their selected career pathway, preparing them to pursue that major in college or transition into training or employment after graduation.

1.16 Credit Recovery

Mastery of all coursework is mandatory prior to moving on to the next semester's coursework. Therefore, students will have access to credit recovery opportunities when necessary, under the guidance of a Credentialed Teacher, use of online Acellus offerings, during the summer program, during interim breaks, or along with the regular day. Students with fails in A-G classes must retake those courses to meet minimum graduation requirements. Students with a history of incompletes or fails will be carefully placed in classes that meet their current and historical credit needs. BCCH will ensure a robust summer school program designed to offer students an opportunity to engage in credit recovery classes and provide students with remedial classes to help them better access core content. BCCH provides students with online classes, monitored by an assigned teacher, that can aid the credit recovery process. Although these classes are an option, the school takes great care in assigning these classes for students based on individual student's ability to succeed in this learning format. Bert Corona Charter High will select technology curriculum such as, Acellus, Advanta Learning, and or Adaptive Curriculum, so that credit recovery courses can be provided using blended learning strategies during a semester immediately after a failed course.

1.17 Transferability of High School Credit

Parents will be notified by the Director of Instruction prior to enrolling their child at the Bert Corona Charter High regarding the transferability of high school course credit.

The readmission process for students applies as the general process for admitting transfer students. The process includes transferring the student's cumulative files from the host school to the designated school, the Bert Corona Charter High School. These procedures apply to students who voluntarily leave the school and wish to return as well as students who have been expelled from another school and wish to enroll at Bert Corona Charter High School. These students must complete an academic evaluation to

transfer course credit from their respective school to Bert Corona Charter High School. A description of each course that the student wants to have transferred, or receive course units for, is required of the student.

In the event that students have transferred from Bert Corona Charter High to another high school, their cumulative files and transcripts will be sent to the destination school in a timely manner.

Aside from the University of California system, other college systems have various admission requirements. It is the responsibility of the student and their advisor to seek and adhere to the requirements of the schools they wish to apply.

1.18 BCCH Western Association of Schools and Colleges (WASC) Accreditation

The curriculum course list is designed by the curriculum committee to meet the University of California A-G requirements. The curriculum committee consist of the Leadership Committee and is open to anyone interested and willing to participate. The curriculum course list is submitted to the UC Board for approval yearly. Our charter school has obtained approval of our curriculum course list by acquiring WASC Candidacy for accreditation. A full WASC visit is scheduled for the month of September 2019.

1.19 Information for Limited English

Students transferring into BCCH meet with the college guidance counselor and/or an administrator to determine courses that will allow the student to meet graduation and college entrance requirements. Transcripts of students who transfer to BCCH are reviewed by the college guidance counselor before the student is enrolled in classes. Previous coursework is checked for accreditation and A-G alignment. Students are then enrolled in the appropriate classes that will ensure graduation and college access. Translation will be offered to all parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

1.20 Academic Calendar and Schedules

Table 1.33: Instructional Calendar

2019-20 School Year Calendar																																										
Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	SemDays	Wks	Short	Reg	Min	Total			
July	v	v	h	h		v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	nt	nt	nt	0	1	83	19	0	0	0	0			
August			t	t	t	t	t			t	t	t	t	t						t	t	t	t	t	t	t	t	t	t	t	14							4	10	0	14	
September	t	t	t	t			h	t	t	t	t			t	t	t	t	t				t	t	t	t			t	t	t	20							2	18	0	20	
October	t	t			t	t	t	t	t			t	t	t	t	p				t	t	t	t			t	t	t	t	t	21							3	16	2	21	
November	t	t	t	t	t	t				t	t	h	t	t						t	t	t	t			v	v	v	h	h		14							3	11	0	14
December	t	t	t	t			t	t	t	t	t			t	t	t	t	t				v	v	v	h	h			v	v	v	h				14				2	12	0
January	h				v	v	v	v	v		t	t	t	t	t			h	t	t	t	t				t	t	t	t	t	13	2	97	21	1	12	0	13				
February	t	t	t	t	t					t	t	t			h	t	t	t	t			t	t	t	t						18							2	16	0	18	
March	t	t	t	t	t					t	t	t			t	t	t	t	p			t	t	t	t						18							2	14	2	18	
April	v	v		h	h	t	t	t	t				t	t	t	t	t			t	t	t	t			t	t	t	t	t	19							3	16	0	19	
May			t	t	t	t	t	t				t	t	t	t	t	t			t	t	t	t			t	t	t	t	t	20							4	16	0	20	
June	t	t	t	t			t	t	t	t	t	c		t	t	t	v	v				v	v	v	v	v			v	v	v				9				4	5	0	9
July	v	v			v	v	v	v	v				v	v	v	v	v				v	v	v	v			v	v	v	v	v	180	180		30	146	4	180				
Calendar Key																																										
1	Instructional Day																																									
		1	CPT day																																							
				1	Minimum Day																																					
1st Day of School		8-10-20		M.L. King Jr. Day		1-18-21		New Teacher		7-29-21																																
Labor Day		9-7-20		President's Day		2-15-21		New Teacher		7-30-21																																
Veteran's Day		11-11-20		Easter		4-4-21		New Teacher		7-31-20																																
Thanksgiving Break		11-23-20 to 11-27-20		Spring Break		3-29-21 to 4-5-21		All Staff		8-3-20																																
Winter Break		12-21-20 to 1-8-21		Memorial Day		5-31-21		All Staff		8-4-20																																
				Last day of school		6-8-21		All Staff		8-5-20																																
								All Staff		8-6-20																																
								All Staff		8-7-20																																
								All Staff		8-10-20																																
								All Staff		8-11-20																																

1.21 Instructional Minutes

Table 1.31: Instructional Minutes

	Mondays	Regular	Minimum	
	Shortened	Days	Days	
	Day			
July	0	0	0	
August	4	10	0	
September	2	18	0	
October	3	16	2	
November	3	11	0	
December	2	12	0	
January	1	12	0	
February	2	16	0	
March	2	14	2	
April	3	16	0	
May	4	16	0	
June	4	5	0	
Total Days	30	146	4	180
Total Days	30	146	4	
Instructional Minutes	275	385	215	
Total Minutes	8,250	56,210	860	
Total Instructional Minutes			65,320	
Required Instructional Minutes			65,300	

State requirement

Extra Minutes	20
	385
Extra Days	0.1

1.22 Sample Daily Schedule

Bert Corona Charter High 2019-2020 Bell Schedules, Minimum and Regular Day:

Monday (Shortened Day)	
Period	Time
Block 1	8:40 AM - 9:10 AM
Passing	9:10AM - 9:15 AM
Block 2	9:15 AM - 9:45 AM
Break	9:45 AM - 10:00 AM
Passing	10:00 AM - 10:05 AM
Block 3	10:05 AM - 10:35 AM
Passing	10:35 AM - 10:40 AM
Block 4	10:40 AM - 11:10 AM
Passing	11:10 AM - 11:15 AM
Block 5	11:15 AM - 11:45 AM
Lunch	11:45 AM - 12:25 PM
Passing	12:25 PM - 12:30 PM
Block 6	12:30 PM - 1:00 PM
Passing	1:00 PM - 1:05 PM
Block 7	1:05 PM - 1:35 PM
Passing	1:35 PM - 1:40 PM
Block 8	1:40 PM - 2:10 PM

Regular (Tuesday - Friday)	
Period	Time
Block 1 or 5	8:40 AM - 10:00 AM
Passing	10:00 AM - 10:05 AM
Block 2 or 6	10:05 AM - 11:25 AM
Passing	11:25 AM - 11:30 AM
Advisory	11:30 AM - 12:15 PM
Lunch	12:15 PM - 12:55 PM
Passing	12:55 PM - 1:00 PM
Block 3 or 7	1:00 PM - 2:20 PM
Passing	2:20 PM - 2:25 PM
Block 4 or 8	2:25 PM - 3:45 PM

Minimum Day (Día Mínimo)	
Period	Time
Block 1 or 5	8:40 AM - 9:20 AM
Passing	9:20AM - 9:25 AM
Block 2 or 6	9:25 AM - 10:05 AM
Passing	10:05 AM - 10:10 AM
Advisory	10:10 AM - 10:40 AM
Passing	10:40 AM - 10:45 AM
Lunch	10:45 AM - 11:15 AM
Passing	11:15 AM - 11:20 AM
Block 3 or 7	11:20 AM - 12:00 PM
Passing	12:00 PM - 12:05 PM
Block 4 or 8	12:05 PM - 12:45 PM

1.23 Instructional Days and Minutes

Table 1.32: BCCH Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
9	Y	146	385	30	275	4	215			180	65300	65320	20
10	Y	146	385	30	275	4	215			180	65300	65320	20
11	Y	146	385	30	275	4	215			180	65300	65320	20
12	Y	146	385	30	275	4	215			180	65300	65320	20

1.24 Professional Development

Recruitment of credentialed teachers who are qualified to deliver the educational program, including Bert Corona Charter High School's innovative components. All administrators, teachers and staff will be provided professional development in support of the implementation of our school's educational goals.

Administrators and teachers will seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. The values of serving students, professional development, and self-renewal will be central in our school's culture.

Professional development will be designed toward building an exceptional school. Administrators, teachers, and staff will be trained, developed, and provided coaching and feedback in the following two areas, *instruction*, and *culture* to drive total student and school success. All instructional PD topics will fall within the following domains: (1) Data-driven instruction (2) Instructional Planning, (3) Observation and feedback, and (4) PD that is focused on the following:

- The highest leverage-the most crucial skill that teachers can not do that will increase student learning and teacher proficiency.
- Measurable-Can this action be observed or quantified that the objective was met within a short amount of time?
- Miniaturized- Can you accomplish this objective in the time allotted for this PD?

Professional Development will always include time for learners to practice behind the scenes, amongst colleagues before having to perform before students, teachers, and community members. Peer relationships will consist of coaching, mentoring support, and opportunities for professional development and frequent informal discussions on educational issues. The values of serving students, professional development, and self-renewal will be central in our school's culture.

Bert Corona Charter High will implement a Professional Development System that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. The team will dedicate “banked hours” professional development time throughout the school year.

In Bert Corona Charter High School’s program, teams of teachers, administrators, and out-of-classroom personnel will meet weekly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; will examine student work; and analyze assessment data to modify instruction. Individuals and groups of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and interdisciplinary groups. All staff will meet weekly to examine student work, analyze the effectiveness of the quarterly benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

In addition to developing performance assessments for students, we will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons.

Annual Professional Development Calendar:

- **July**- 3 Days; New Teacher Orientation; YPICS-wide Summer Conference; School-Based Planning
- **August –June**: within 30 days of starting employment all employees are required to earn and sign a certificate of participation in all mandatory training by watching of training videos accessible on the school website and Bert Corona Charter High School+ including Safe School Plan; Emergency Evacuation; Blood Borne Pathogens; Child Abuse; Sexual Harassment. Certificates of participation are maintained in employee files.
- **August-June**: 6 Days; Pupil Free Day Professional Development Focused on Common Core Implementation, Analysis of Data, Effective Instruction
- **August-June**: Weekly Early Release Monday, School and Teacher Designed Professional Development and Professional Learning Communities by Content Area Focused on Common Core Implementation, Analysis of Student Work, Analysis of Student Performance Data
- **August –June**: and i-Ready Benchmark Assessments; professional development selected by individual teachers to meet their needs linked to the Bert Corona Charter High Framework for Effective

Teachers will participate in professional development before the opening of school and throughout the school year. During school level and YPICS-wide professional development, teachers are supported by Principals, and Bert Corona Charter High

identified the staff in analyzing their data on the whole school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data. Examples of workshops include use of leveled tasks in differentiating mathematics classrooms; instructional planning for the station model; rubrics to support collaborative stations work; checking for understanding indirect instruction; and planning and facilitating academic discourse.

Teachers will benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for joint planning, analysis of student work, and lesson study based on core content standards. Bert Corona Charter High assures that its staff attends and conducts professional development activities that support access by students with disabilities to its general education program.

Table 1. 33: Annual Professional Development Calendar

**Bert Corona Charter High School
Relay Graduate School of Education
School Leaders & Teachers Coaching Plan
2019 – 2020**

Phase	Management-Culture	Rigor
Phase 1 Summer PD July & August New iReady Assessment SFA Achieve Aleks SPED Pacing Plans	Establish Essential Routines & Procedures	Create & Internalize Lesson Plans
	1. Routines & Procedures 101	1. Create Effective Lesson Plans 101- Learning Objectives are: <ul style="list-style-type: none"> • Data Driven • Curriculum Driven • Accomplished in one lesson
	2. Strong Voice	2. Internalize Lesson Plans
	3. Topics to develop teacher proficiency: <ul style="list-style-type: none"> • Narrate the Positive • Least invasive intervention • Teacher Radar • Do it again 	

Phase	Management-Culture	Rigor
Phase 2 August 12th-September 12th	Implement & Monitor Routines	Independent Practice
	4. Economy of Language-Check for Understanding	2. Writing Exemplars from CCSS-Setting the Bar for excellence
	5. Revise & Perfect Routines & Procedures 201	3. Monitor Aggressively: Check student work to determine whether they're learning what teachers are teaching
	6. Whole Class reset- if needed	
Phase 3 September 12th-October 12th	Engage All Students-Monitor <ul style="list-style-type: none"> • Build Momentum • Pacing • Narrate the Positive • Individual Student Corrections 	Differentiate Instruction-Monitor <ul style="list-style-type: none"> • Habits of Evidence • Check for Whole-Group Understanding Reteaching 101-Modeling
Phase 4 October 12th-November 12th	<ul style="list-style-type: none"> • Establish Weekly Data Meetings-Monitor • Set Routines for Discourse • Engaged Small Group Work 	Lead Student Discourse 101-Monitor Reteaching 201-Guided Discourse <ul style="list-style-type: none"> • Universal Prompts • Habits and Discussion
Phase 5 November 12th-December 12th	Focus entirely on developing teachers' skills on rigor and developing content knowledge-Monitor Growth and School Success Plans individually, school-wide, and system-wide.	Lead Student Discourse 201 <ul style="list-style-type: none"> • Strategic Prompts • Push student conceptual thinking
January		PBL PD
February		EL PD
March-May		Teacher Self-Selected PD & Ongoing Data Meetings

July- 6 Days; New Teacher Orientation; Bert Corona Charter High schoolwide Summer Conference; School Based Planning

July –June: within 30 days of starting employment all employees are required to earn and sign a certificate of participation in all mandatory training by watching training videos accessible on the school website and Bert Corona Charter High including: Safe School Plan; Emergency Evacuation; Blood Borne Pathogens; Child Abuse; Sexual Harassment. Certificates of participation are maintained in employee files.

- August-June: 6 Days; Pupil Free Day Professional Development Focused on Common Core Implementation, Analysis of Data, Effective Instruction
- August-June: Weekly Early Release Monday, School and Teacher Designed Professional Development and Professional Learning Communities by Content Area Focused on Common Core Implementation, Analysis of Student Work, Analysis of Student Performance Data
- August – June: iObservation and NWEA Maps; professional development selected by individual teachers to meet their needs linked to the Bert Corona Charter High Framework for Effective Teaching

Teachers will participate in professional development before the opening of school and throughout the school year. During school level and Bert Corona Charter High School's professional development, teachers are supported by the Principal and identified staff in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content- based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data. Examples of workshops include use of leveled tasks in differentiating mathematics classrooms; instructional planning for the station model; rubrics to support collaborative stations work; checking for understanding in direct instruction; and planning and facilitating academic discourse.

Teachers will benefit most from professional development that provides time for teacher-to- teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. BCCH assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

1.25 Recruiting Qualified Teachers

Bert Corona Charter High will recruit credentialed teachers who are qualified to deliver the educational program, including any innovative components of our instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment will be both local and global as necessary to find teachers appropriate all teachers will be provided ongoing professional development to our charter's instructional

approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) will meet the requirements for highly qualified teachers and staff required by the ESSA Act.

1.26 Meeting the Needs of All Students

1.27 English Learners

Bert Corona Charter High will use the revised English Learner Master Plan for our students and shall administer the ELPAC annually. Bert Corona Charter High shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Bert Corona Charter High implements its English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in

the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

Bert Corona Charter High identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the [English Language Proficiency Assessments for California \(ELPAC\)](#).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

HLS consists of the following four questions:

1. What language did the 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. Which language is most often used by the adults at home?

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, ELPAC will be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

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 and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial ELPAC is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Educational program(s) for English language acquisition

Once students are identified as English Learners, they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

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.

Bert Corona Charter High provides the same instructional program options as listed in EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of ELPAC to support and accelerate student progress towards English proficiency

Bert Corona Charter High will use the results of the ELPAC and then the Spring ELPAC summative assessment for the 2019--2020 school year and ELPAC for the remaining years of this renewal in the following ways:

1. Identify English Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs

4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework. and as outlined in the Master Plan for English Learners.

The use of the Common Core State Standards ELD instruction which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than exposing students to abundant English and incidentally addressing specific forms. All teachers are supported to understand and use ELD standards and planning instructional scaffolds during core courses. Teachers are supported to use students' output (speaking and writing) to monitor student progress on a daily basis through formative assessments to strategically target student language needs.

Bert Corona Charter High implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, Bert Corona Charter High will implement the following strategies when planning instruction for English Language Learners.

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- | | |
|---------------------------------------------|-------------------------------|
| 1) modeling | 7) bridging |
| 2) contextualizing | 8) building schema |
| 3) reframing | 9) developing metacognition |
| 4) checking for comprehension | 10) monitoring/assessing |
| 5) questioning | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting |

Technology in the classroom provide software that allows learning to meet the needs of the individual student, which is crucial for our path forward for our EL students. Programs such as offer feedback and strategies catered to the individual writing a student submits.

Other Strategies include the following:

- Make it visual
- Build in more group work
- Communicate with other teachers
- Honor the silent period
- Allow scaffolding with Native language
- Use sentence frames to give students practice with academia language
- Pre-teach or Re-teach
- Learn about the students cultural background
- Be cultural-sensitive, he does not speak for his/her entire culture

The BCCH educational approach for English Learners includes the following:

- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.
- College readiness assessments, including universal PSAT and SAT.
- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.
- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming

critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Process and specific criteria for EL reclassification

On an annual basis (on or about October 1), Bert Corona Charter High shall submit a certification to the California Department of Education that certifies that they will adopt and implement English Learner Master Plan which encompasses the following:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
- ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:
 - Score of Basic or above on the most recent California Content Standards Test CAASPP/ Smarter Balanced in English-language arts
 - English proficiency on the ELPAC overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
 - Teacher evaluation based on student grades/progress report marks
 - Parent consultation and approval

Bert Corona High will follow the state guidelines for the reclassification of English learners. Reclassification will use these criteria:

- Performance level on the ELPAC **(must score a 4)**
- Performance level in Language Arts on the Smarter-Balanced (11th Graders) and NWEA MAP in grades 9, 10, and 12.
- Performance in the Fall and/or Spring semester course in English Language Arts of a C or better
- Teacher observations

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions.
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.

- b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
- c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
- d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
- e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.

2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.

3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

Bert Corona Charter High addresses student's linguistic diversity with a positive, additive orientation. Bert Corona Charter High affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

Bert Corona Charter High will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary. and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. Bert Corona Charter High teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

Administration, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Bert Corona Charter High will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015

English Learner Goal:

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Table 1.34: Bert Corona Charter High School's English Learner Subgroup Goal

Annual Measurable Achievement Outcomes	Measurable Goals
<ul style="list-style-type: none"> • Progress in learning English • Increase one proficiency level • Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. • <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided. • <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided. • <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided. 	<p>Administer the ELPAC to ascertain the level of proficiency.</p> <ul style="list-style-type: none"> • Conduct analysis of ELs • Identify factors that contribute to meeting or not meeting AMAOs. • Use the Bert Corona High School English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services. • Use of BCHS' MTSS process for all students
Progress in the percentage of students who become proficient in English	Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.

Annual Measurable Achievement Outcomes	Measurable Goals
Academic targets in English-language Arts Participation Rate Percentage Proficient or Above	Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)

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

Ultimately, we expect that all students At Bert Corona Charter High will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on Measuring Student Progress for details on the means of assessment currently planned. Our Executive Administrator will be the designee for parents regarding GATE.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. Early Detection. Bert Corona Charter High will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four weeks of school and monthly thereafter.
2. Family Communication. We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment, committing to help their student.
3. Teacher Collaboration. At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard Bert Corona Charter High instructional approach will be for teachers to plan their lessons with at least three student groups within a classroom broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards
5. Ongoing Assessment. Data is gathered through frequent assessments performed in the subject areas using SFA, Illuminate, Achieve 3000 and other assessments. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students.

1.29 Plans to Support High-Achieving Pupils

The Bert Corona Charter High community is committed to designing learning experiences that differentiate for different populations of students, including gifted and advanced students. Bert Corona Charter High believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student's need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

Bert Corona Charter High School' teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context.

In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allow students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others. Bert Corona Charter High believes that the family connection is important to the success of the gifted student. Parents will be encouraged to collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child's needs.

Ultimately, we expect that all students at Bert Corona Charter High will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on Measuring Student Progress as referenced above for details on the means of assessment currently planned.

High-achieving students will be identified by scoring in the advanced range on internally developed standardized assessments, reading at least one or more years above grade level, and achieving mastery in all core courses with a score of 4 or an A. Teachers will consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization such as taking LA Mission College courses on campus and AP courses. They will use this information to create learning activities that target the needs of all students and scaffold appropriately. This includes accelerated learning. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination. Other examples include:

- Using different text levels in independent reading and guided reading instruction.

- Homogeneous grouping for challenge projects.
- Assigning challenge problems for early finishers.
- Vertical enrichment projects aligned to academic learning.
- Activities to hone thinking, reasoning, communication and self-regulation skills.

Ongoing Assessment. Data is gathered through frequent assessments performed in the subject areas. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students

Bert Corona Charter High will use the following procedure for identifying gifted students: a teacher, parent, or student can make a referral for identification. Identification is accomplished through an assessment process consisting of the following elements: Students must meet one of the criteria for gifted:

- Intellectual Ability
- High Academic Achievement/Specific Academic Ability
- Visual Arts Ability
- Performing Arts Ability
- Creativity Ability
- Leadership Ability

The same progress monitoring and enrichment/intervention process will be used for this subgroup as any other subgroup at the school.

1.30 Plans for Student Achieving Below Grade Level

Bert Corona Charter High will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized tests in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled Measuring Student Performance for more information on the assessment methodology to be used
- Students recommended for academic intervention.

Our core program is geared to supporting all students with the use of differentiated instruction, mastery grading and with regular progress monitoring through iReady standards mastery assessments. Bert Corona Charter High will use strategies listed below to improve academic performance.

Students Achieving Below Grade Level in ELA and Mathematics: In order to address the needs of students achieving below grade level, Bert Corona Charter High will ensure the following is implemented:

1. Students not performing at grade level are identifying using the SBA ELA and Math scores in 11th grade and the use of other measures such as iReady, NWEA MAPS, Achieve 3000 lexile levels and PSAT and SAT scores.
 - a. The instructional leadership team disaggregates the data by overall performance in both ELA and Mathematics and reviews the claim level data down to the target list of standards.
 - b. This data is then presented to the entire school team to discuss appropriate and researched based interventions that can be implemented to support student achievement in both content areas.
2. Once students achieving below grade level are identified with specific areas of need, targeted instruction is then implemented in a variety of settings.
 - a. Small group instruction is embedded during the day in either ELA or Math focused specific areas of need.
 - b. Teacher collaborates with all disciplines to review how to best integrate ELA and Math CCSS in unit lesson design.
 - c. Students performing below grade level are also invited to Saturday intervention courses lead by Instructional Assistants, Teachers, and monitored by school administration.
3. School leaders, coaches, and educators will review student data to monitor progress weekly and to inform instructional practices and interventions. Instruction is then implemented in a variety of settings.
 - a. School data and performance will be reviewed with all educators in professional development, PLCs, and during Student Success Progress Team (SSPT) meetings
 - b. Common formative assessments as well as interim comprehensive assessments will be administered in order to measure student growth.

Strategies to Improve At-Risk Performance

1. Early Detection. Bert Corona Charter High will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.
2. Family Communication. Bert Corona Charter High will inform the families as soon as we become concerned about performance. Our parents' sign a significant Commitment Letter affirming help their students get through these times. Bert Corona Charter High will share formal strategies parents can use at home to help their child.
3. Teacher Collaboration. Teachers will gather once per week to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard Bert Corona Charter High instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards.
5. Direct Intervention. Despite the significant amount of individualization built into the Bert Corona Charter High curriculum, some students may need more. Teacher

Assistants will provide direct intervention to the bottom quartile of our students during the after-school program each day.

6. Ongoing Assessment. Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention.
7. A Commitment to Each Student. The Bert Corona Charter High mission is to provide a world-class education to each student by bringing all students to grade level and above grade level as our staff will provide a structured program that will help each student succeed in Math, Reading, Writing and more.

1.31 Socioeconomically Disadvantaged Income Students

As previously stated Bert Corona Charter High is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 19.9% English Learner (“EL”) and 93.3% Free and Reduced Lunch (“FRL”). As discussed above, we will identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on *Measuring Student Progress* for details on planned assessments. We acknowledged that our students are at different levels of proficiency and will strive to become high-achieving during their time, at Bert Corona Charter High over a four year period. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Bert Corona Charter High will have a majority of socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Through assessment, Student Success Teams, and parent-teacher communication, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Bert Corona Charter High will have a majority of socioeconomically challenged students, which have unique academic challenges and come from varied backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this

group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Special Education MOU

“A Memorandum of Understanding (“MOU”) has been executed by and between the Los Angeles Unified School District, participating in Option 3, and Bert Corona Charter High regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.”

1.32 A Typical Day

A typical day at Bert Corona Charter High is designed for deep exploration of subject matter content and to provide ample opportunities for students to socialize and engage in enriching extra-curricular activities. The schedule will be set up to ensure equitable access for all students to a curriculum that meets their needs and challenges them academically. Students will generally arrive at school between 7:15 a.m. and 7:30 a.m. so that they can have breakfast and prepare for the day. Teachers arrive at 7:30 am. On Monday mornings, teachers attend a calendar meeting and on Thursday mornings, they attend a curriculum meeting. On other mornings, teachers are mentoring students, and students are finishing up assignments on computers, checking their email and ordering lunch online. Every day begins with all students attending a reading Core/College Preparatory course during period 0, Success For All: The Reading Edge, which provides prevention, intervention, and gifted reading instruction. Students then have a nutrition break and transition into their core academic or Linked Learning technical content courses and/or other Core/College Preparatory (Technology, Communication, and Foreign Languages).

Students participate in a block schedule for their core curriculum. These longer blocks allow for deeper exploration of subject matter and thematic integration to ensure mastery of content. Furthermore, four times a week, Monday-Thursday, each student only sees five teachers in the course of the day, and only makes three to four transitions. This supports a small learning community and minimizes opportunities for problems to arise.

All students participate in the Physical Education (PE) program. PE teachers have been trained in, and are implementing the Sports, Play, and Active Recreation for Kids (SPARK) curriculum, which provides appropriate PE activities for students in grades K-12. The program includes sports, dance, and general fitness, and is aligned to National PE standards. Students also engage in team building, leadership and communication through the Fulcrum 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).)

2.1 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.

2.1.1 Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Bert Corona Charter High educational program. Bert Corona Charter High educational goals or objectives, include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Table 2.1 Assessment Calendar for Bert Corona Charter School

BCCH Assessment Calendar		
Time Frame	Units/Assessment	Notes
PSAT October 19	PSAT: 9, 10, 11 grades	
Assessment #1 October 26-28 (9 weeks of instruction)	1st Semester Mid-Term (Interim Asst #1)	
1 week 10/31-11/4	Scoring Analysis and Planning	
1 week 11/7-11/11	Re-Teach Objectives from Mid-Term	Re-Teach based on test results analysis
Assessment #2 January 18-20 (10 weeks of instruction)	1st Semester Final Interim Asst #2	
1 week 1/23-1/27	Scoring, Analysis, and Planning	
1 week 1/30-2/3	Re-Teach Objectives from final	Re-Teach based on test results analysis
Assessment #3 April 5-7 (10 weeks of instruction)	2nd Semester Mid-Term Interim Asst #3	
1 week 4/10-4/14	Scoring, Analysis, and Planning	
1 week 4/17-4/21	Re-Teach Objectives from Mid-Term	Re-Teach based on test results analysis

BCCH Assessment Calendar		
Time Frame	Units/Assessment	Notes
<u>SAT & AP Exams</u> May 1-12	May SAT Date for 11th graders AP Exams for Various Subjects	
Assessment #4 June 13-15 (9 weeks of instruction)	Year-end Final Exam (Interim Asst #4	

Developed by YPICS Leadership Team 2019-2020

2.2 Measurable Pupil Outcomes: Summative Assessment Performance Targets

Student-Level Outcomes

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Bert Corona Charter High utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards. The use of in-house assessments and the frequency of assessment are also addressed. Bert Corona Charter High uses the following online assessments.

Prevention/Intervention/Acceleration Reading Program:

All 9th grade students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 9th-grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-gradereading level. The reverse is also true, if there is a 10th-grade gifted student that is reading at the 12th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 12th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

High school students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth-grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
- Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories,

presented with phonetically regular text that becomes more difficult as students master new skills.

- Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Once students are reading at levels 4 – 8+ (grades 4 through 8+ reading levels), content educators will continue to use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.
They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.
- As soon as they are ready, students are moved to the next level.
Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.
Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

Core Subject Classes:

When entering a classroom, visitors will see standards-based instruction. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards-planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students work in both leveled and collaborative groups to actively engage in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

Contrastive Analysis: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- Personal Thesaurus: To build on prior knowledge.
- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and reach their individual goals.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler, that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

2.3 Methods To Measure Student Outcomes

Bert Corona Charter High will use the following methods to assess student progress and fulfillment of instructional objectives:

- School wide Quarterly Assessments, such as Gates-MacGinitie and 4Sight, and the NWEA Maps Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director or an equivalent program. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.
- Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of the lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home four times per semester. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.
- Digital Portfolios that reflect schoolwide SLO's and state standards provide students with the opportunity to reflect upon and demonstrate their learning. Students at Bert Corona Charter High will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short- and long-term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.
- Capstone Projects and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of

an exhibit, community project, or theatrical presentation. Students in the 8th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 5th through 8th grades might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

- Bert Corona Charter High staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.
- State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing for 11th grade and Reporting exams.
- Bert Corona Charter High Data Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CAASPP/SBA data only 11 graders participate in SBA. In addition to the use of the NWEA MAP Assessment Tools aligned to Common Core State Standards.
- Smarter Balanced Test Results will be mailed to our school, and in turn
- Bert Corona Charter High mails individual data results home to the student's parents. Parents and others can also access CAASPP/SBA school data by using the California Department of Education website, Dataquest.
- ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

2.4 Measurable Outcomes: Summative Performance Targets

Student Achievement

Bert Corona Charter High will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed throughout each instructional unit along with ongoing formal and informal assessments to assess student mastery of content standards and growth. Benchmarks will be administered three times a year. Student content mastery and growth will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis using local, state, and national standards.

Bert Corona Charter High will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. In addition, all students will be required to complete all A-G course work required for CSU and UC admissions as minimum requirements for earning a high school diploma.

Bert Corona Charter High Outcome Goals-Skills, Knowledge, and Attitudes

Bert Corona Charter High will satisfy state requirements for student assessments as required by law. Bert Corona Charter High is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows

College-Readiness

All students matriculating through Bert Corona Charter HS will complete a board-approved A through G, CSU and UC mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on CACC state standards, approved by the UC Regents, and required by every student seeking a diploma. There are no non-diploma course sequences available to students at Bert Corona Charter High School. All graduates of Bert Corona High Charter High will be immediately eligible for admission to a CSU or UC institution of higher education, the determination of which being dependent on GPA and SAT performance. All seniors will be required to take the PSAT NMSQT and the SAT prior to graduation.

Life-Long Learning

Students at Bert Corona Charter High will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem-solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in capacities, they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and publishing, which the school will instill in each of its graduates through a three year CTE continuum of courses taught by a highly skilled and credentialed multi-media artist with industry experience.

Active Citizens

Students at Bert Corona Charter High will be encouraged to participate in volunteer services over the course of their high school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by the schools' founding namesake, Señor. Bert Corona. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the high school that lives out the legacy of Bert Corona in its service to Pacoima and the San Fernando Valley.

Who will be Accountable for Student Progress

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At Bert Corona Charter High assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. Bert Corona Charter High will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals toward our educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. Both Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child's education. Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in Data-Driven Decision-Making, Professional Development, and Personalization/Student Advisors.

2.5 Data Analysis and Reporting Data-Driven Decisions

Research (Data Driven 2.0, Paul Brambrick Santoyo, 2019) shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and Bert Corona Charter High is committed to doing just that. Metrics that matter most, quarterly interim assessments results, weekly data meeting tracking, weekly observation and feedback, student attendance, suspensions, Get Better Faster action steps to move teachers from one development phase to another are core to increasing academic outcomes. The Executive Director provides weekly coaching and feedback to the Executive Administrator regarding these same metrics. The Executive Administrator provides a quarterly board report to the YPICS Board Academic Excellence Committee (YPICS BAEC). The Executive Administrator has an opportunity to report progress towards goals, reflect upon and identify gaps, and plan for action steps including but not limited to considerations for intervention and enrichment.

To reach each of its goals, and to continually improve the quality of the education that students are receiving, the Bert Corona Charter High community utilizes data-driven decision-making, review the data, identify and name the gap, create an action plan to reach goals. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students graduate, they must present work from different classes. In essence, they must defend the knowledge they have

acquired throughout their matriculation at Bert Corona Charter High. Data also will include all CDE determined growth targets, reports and Smarter Balanced California Standards Test results taken in 11th grade, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs. Teachers will hold weekly data meeting along with the Executive administrator to review formative assessments, publishers and teacher created, and quarterly interim benchmark assessments for ongoing progress monitoring.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in the Every Student Succeeds Act (ESSA) the following goals shall be pursued by Bert Corona Charter High. Quarterly assessment data and action plan overviews will be provided to parents, as soon as data is available, during the next cycle of upcoming School Advisory Council, parent meetings, workshops, trainings, and through our Remind communications system.

2.6 Measuring Pupil Outcomes: Summative Assessment Performance Targets

Measures and Skill Development

Bert Corona Charter High will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with State Standards:

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.

Table 2.2: Academic Rigor and the Common Core State Standards

Curriculum Focus/ Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Frequency
English Language	<p>Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to:</p> <ul style="list-style-type: none"> - understand the main and subordinate ideas in written works, lectures, and discussions • To manipulate and create ideas about a topic and be able to organize them for presentation in both verbal and written forms - write essays using the English language correctly and effectively • Write an autobiography every year with increased breadth and depth expected in succeeding years 	ELA CAASPP/	11th Graders
Arts		Smarter Balance	
		Interim School-Based	
		Quarterly	
		Assessments,	Quarterly
		Teacher-Made Tests,	
		Portfolios,	
		Service Learning	Ongoing
		Projects	Yearly
			Yearly
		ESSA Requirements	
			Yearly
English Language	<ul style="list-style-type: none"> • Students will be able to gain increasing control 	ELPAC	Yearly

	of the ability to understand, speak, read and write in the English language.		
Development		Smarter Balance ELA	11th Grade Yearly
		Interim School-Based	
		Quarterly	Ongoing
		Assessments, Teacher-	
		Teacher Made Tests	
Mathematics	<p>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <ul style="list-style-type: none"> Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers. Read and summarize the main ideas of economics, statistics and science texts. Students will be able to explain and utilize the mathematical concepts and operations of Algebra 	Smarter Balanced	Yearly
		Math,	
		Algebra I,	
		Interim School-Based	Quarterly
		Quarterly	
		Assessments, Teacher-	
		Made Tests	Ongoing
		Algebra Readiness	
		tests	Ongoing
		ESSA Requirements	Yearly

Science	<ul style="list-style-type: none"> Students will be able to demonstrate through investigation and experimentation an 	NEXT Generation Science Interim School-Based Assessments, Teacher-Made Tests	Yearly Quarterly
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	<p>understanding of the principles of physical and life science as well as ecology.</p> <ul style="list-style-type: none"> Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to evolution, growth, reproduction and structure. Students will be able to use the scientific method to successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained. Students will be able to use laboratory equipment effectively. 	Service Learning Projects	Ongoing Ongoing Yearly
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Social Science/ History	<ul style="list-style-type: none"> • Students will be able to demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view • Students will be able to display an understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies Explain how this understanding relates to the students' culture and society • Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large • Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry 	<p>CAASPP Interim School-Based Assessments, Teacher- Made Tests</p> <p>Assessments for the Class Project Management Experience Class Project – the multi-discipline effort that applies social studies learning and professional team dynamics.</p>	<p>11th Grade Quarter</p> <p>Ongoing</p> <p>Ongoing Yearly</p>
Fine Arts	<ul style="list-style-type: none"> • Students will be able to demonstrate some facility with a fine or performing art Students will understand the place of art in society • Students will be able to explain a work of art and criticize it 	<p>Individual course assessments Portfolio Assessments Teacher-Made Tests Service Learning Projects</p>	<p>Yearly</p> <p>Quarterly</p>

	<ul style="list-style-type: none"> Students will be able to create a work of art in the visual and plastic arts Students will be able to participate in performance art 		Ongoing
Overall Achievements		Smarter Balanced Common Core assessment	

Bert Corona Charter High will address all State California Common Core State Standards, NEXT Generation and Appendices. Specific A-G subject proficiency targets are noted in the Academic Growth section below.

Table 2.3: Common Core State Standards Goals

Instrument/ Assessment	Purpose	Grade	Timeline	Performance Goal
English Language Arts				
Publisher Assessments	Common Core State Standards/ Language Arts	9th-12th 11th	Teacher choice, Approximately 4 times a year	80%
Various Software Monitoring Achieve3000 Vocabulary	Common Core State Standards/ Language Arts	9th-12th	Throughout the year episodes of units on the software are completed	80%
Internally Created Assessments (Teacher Formative Assessments)	Measure Standard mastery	9th-12th	Daily or Weekly	70%

ELA Smarter Balanced	Mastery of Content Standards	11th Grade	Annual	70%
Portfolios Student Reflections	Learning Experiences are captures	9th-12th	On-going	80%
Presentation of Learning	Service Learning Project Mastery	9th-12th	Annual	80%
Mathematics				
Mathematics Skills NWEA Maps	Common Core State Standards/Mathematics	9th-12th	3 Times a year	75%
Smarter Balance Mathematics	Math Numeracy	9th-12th	Yearly/Annual	80%
Various software Illuminate, ALEKS, Achieve3000	Mathematics Standards	9th-12th	Ongoing	80%
Internally Created Assessments	Measure standards mastery	9th-12th	Daily or weekly	80%
Published Designed Assessments	Measured standard mastery	9th-12th	Daily, weekly and quarterly	75%
English Language Learners/ELD				
ELD Common Core State Standards	Common Core State Standards	9th-12th	Daily, weekly and each quarter	80%

Various Software Achieve3000, NWEA Maps, Adaptive Curriculum	Measures English Language Development	9th-12th	3 Times a year	80%
Internally Created Assessm ents	Measures Standards mastery	9th-12th	Daily and Weekly	80%
Publisher Designed Assessments	Measures Standards mastery	9th-12th	Daily, weekly and quarterly	80%
Science				
Science Skills	Common Core State Standard/NEXT Generation	9th-12th	Annually	80%
Smarter Balanced	Mastery of Content	11th	Annually	80%
Publisher Assessments	Mastery of Content	9th-12th	Daily, weekly and each quarter	80%
Achieve3000	Reading Comprehension	9th-12th	Daily, weekly and each quarter	80%
History/Social Science				
Social Studies Skills/Smarter Balanced	Common Core State Standards	9th-12th	Annually	80%
Illuminate	Mastery of Content	9th-12th	Using computer assisted learning Ongoing	80%

Publisher Assessments	Measure Mastery	Standards	9th-12th	Daily, weekly and each quarter	80%
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BCCH developed

In addition, students at Bert Corona Charter High will foster lifelong learning and interpersonal skills. All service learning activities will include assessments and reflection on students' core subject knowledge; as well as, the following life skills, including:

Table 2.4 Life Skills

Life Skills	Goals	Measurement
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level	90% mastery scores earned using SFA Cooperation Rubrics
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes	90% participation in student self-assessments such as journals, learning logs, SFA Team Score sheets, etc.
Goal Setting	Learn to set their own short- term and long-term goals in keeping with their own goals and abilities	80% of goals set on student/teacher created goal sheets will be reached each marking period.
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills	90% mastery on Critical Thinking Rubrics used for PBL
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community	5% annual decrease in office Discipline Referrals
Technology	Be familiar with current technology and use technological tools appropriately in their school work and community service.	80 % of post Tech Literacy Assessment scores will increase over the pre-test.

Bert Corona Charter High will design projects and lesson plans for each core subject according to California State Content Standards and A-G courses. Additionally, all applicable ESSA regulations will be included in the curriculum or assessment

procedures as necessary. Bert Corona Charter High will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including.

Other Performance Targets

Bert Corona Charter High will maintain clear and high expectations for its students and their academic achievements. The school will meet the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its State growth targets.

All future data will be disaggregated to show how sub-groups such as English Learners, non- English Learners, mobility, gender, and other relevant sub-groups perform. The school administrators, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Bert Corona Charter High will pursue the following outcome goals. Pursuant to AB1137, we expect the Bert Corona Charter High petition to be renewed should it satisfy at least one of the following student outcome goals.

Bert Corona Charter High will meet all State growth targets.

2.7, Progress Reporting, And Promotion/Retention Grade Policy

Bert Corona Charter High courses are graded using a Standards-Based A-F grading scale. Periodic standardized assessment is used to provide information regarding growth and academic performance, the primary indicators used for assessing grade-level appropriate academic progress are the performance indicators found in the rubrics that accompany each of the BCCH target learning outcomes. The system of assessment that has been developed is called Standards-Based Grading for Mastery and is informed by the work of Robert Marzano. The performance indicators are calibrated using CFG (critical friends group) protocols and are calibrated using sample student work at every level of performance. As students make progress towards proficiency, which is explained to them as independent mastery and described for them in detail in the indicators, their grade book scores for each outcome increase from a 1 (for performance that requires constant assistance) to as high as a 4 (for advanced independent performance that reaches a level of teaching mastery), with a 3 serving as the target performance score (for independent proficient performance). Scores for all target-learning outcomes are averaged to create a GPA-style average score, which is then scaled and anchored to a letter grade.

Target learning outcomes are drafted from and anchored to one of the following CA state standards: Common Core (math and English), the Next Generation Science Standards, the Foreign Language Framework for California Public Schools (Spanish), the Visual and Performing Arts Framework for California Public Schools (Visual and Media Arts), and the Common Core College and Career Readiness Anchor Standards (College and Career Readiness course). In addition, the V.A.L.U.E. rubrics (Valid Assessment of Learning in Undergraduate Education) from the American Association of Colleges, and Universities,

are consulted to ensure that the level of rigor and depth of understanding in our own rubrics are commensurate with what is expected of undergraduate students.

Once the target learning outcomes have been determined, indicators are written to describe in detail the performance necessary to achieve scaled scores representing levels of mastery. The levels of mastery include Emerging, Developing, Independent and Advanced. Independent is the level at which a student has achieved independent mastery of the skill/knowledge learning outcome. These indicators form the guidance and scoring tools known as Standards Based Grading Rubrics that are distributed to students and posted in classrooms at the beginning of every unit of study in every A-G course.

Grades are determined by averaging the scaled level scores (4, 3, 2, or 1) for each of the target learning outcomes in the course and assigning a letter grade to each range of averages. This respects the student's body of work, while eliminating factors contributing to grade inflation, such as: extra credit, the 100 point scale, work completion points, last-minute work completion, and curves. These very familiar practices typically result in high GPAs, which are not anchored to measurable indicators of skill and knowledge, but instead are typically indicators of work pace and quantity of work completion. This practice often results in first-year college students experiencing the shock and humiliation of being mandated to take remedial education courses before beginning college-level work due to lack of skill sets that have, in reality, never been acquired, despite high GPAs.

Progress reports will be issued every five-week, and report cards are issued four times a year. Bert Corona Charter High will use school-generated Student Progress Reports. Teacher grade-books are kept electronically using the applications for Illuminate Grade-Book, and other accepted recording and documentation platforms. All specific information regarding students' grades are made available to the respective parents and other Bert Corona Charter High staff upon request and in compliance with FERPA regulations.

The teachers will use the standard "4-point" grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the California State Content standards. In order to compute a student's Grade Point Average, the following equivalencies will be used:

Table 2.5: YPICS Grading Scale for Final Grades

YPICS Grading Scale for Final Grades		
Average Ranges	Level Description	Letter Grade
4.00	Mastered	A+
3.81 - 3.99	Advanced	A+
3.50 - 3.80	Early Advanced	A
3.00 - 3.49	Nearly Advanced	A-
2.90 - 2.99	Independent	B+
2.65 - 2.89	Early Independent	B
2.50 - 2.64	Nearly Independent	B-
2.40 - 2.49	Developing	C+
2.15 - 2.39	Early Developing	C
2.00 - 2.14	Nearly Developing	C-
Below 2.00	Emerging	F

Table 2. 6: Equivalencies for Advanced Placement (AP) courses using the following scale.

Letter Grade	Number Equivalent
A	5
B	4
C	3

Students are required to complete at least a “C” average in each Advanced Placement Class/Course. In addition, written permission from the student’s advisor will be needed to enroll in an Advanced Placement class.

GRADING POLICY

Bert Corona Charter High utilizes Standards Based Grading scales for grade assignment. Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid- course assessments that are graded using a collaboratively designed four-point proficiency rubric, which translates easily to a letter-grade system. Letter grades ranging from A to C, and F are given for all courses, D's do not exist in the BCCH grading system. Teachers will determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work. Bert Corona Charter High will follow a two-semester calendar. Five-week progress reports and one summative report card are given each semester. All grades reflect student proficiency on grade-level standards, as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to five weeks) given by teachers will provide timely feedback for parents and teachers regarding student progress. Parents have access to student progress on an ongoing basis.

PROMOTION/RETENTION POLICY AND PROCEDURES

The Board of Trustees will create the promotion and retention guidelines that align to California law, Pupil Promotion and Retention (PPR) (see California Education Code [EC] Section 48070), without specifying any requirements for those policies. With a growing concern about the "social promotion" of students who do not meet grade-level standards, in 1998 the California Legislature passed, and the Governor signed, a new set of laws which transformed the way students move from grade level to grade level. The three-bill package, Assembly Bill (AB) 1626 (Chapter 742, Statutes of 1998), AB 1639 (Chapter 743, Statutes of 1998) and Senate Bill (SB) 1370 (Chapter 942, Statutes of 1998), outlined new pupil promotion and retention policy requirements and provided for related supplemental instruction programs. These laws became effective in January 1999. As part of the larger standards-based school reform movement, this legislation outlined a promotion process based on student attainment of grade- level content standards (EC Section 48070.5 (a) through (j)), and at the same time provided funding for intensive instructional support for those students who are at risk of being retained (in grades two through six) or who are recommended for retention or retained (in grades two through nine) (see EC sections 37252.2 and 37252.8).

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.¹⁵

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

¹⁵The 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.

transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

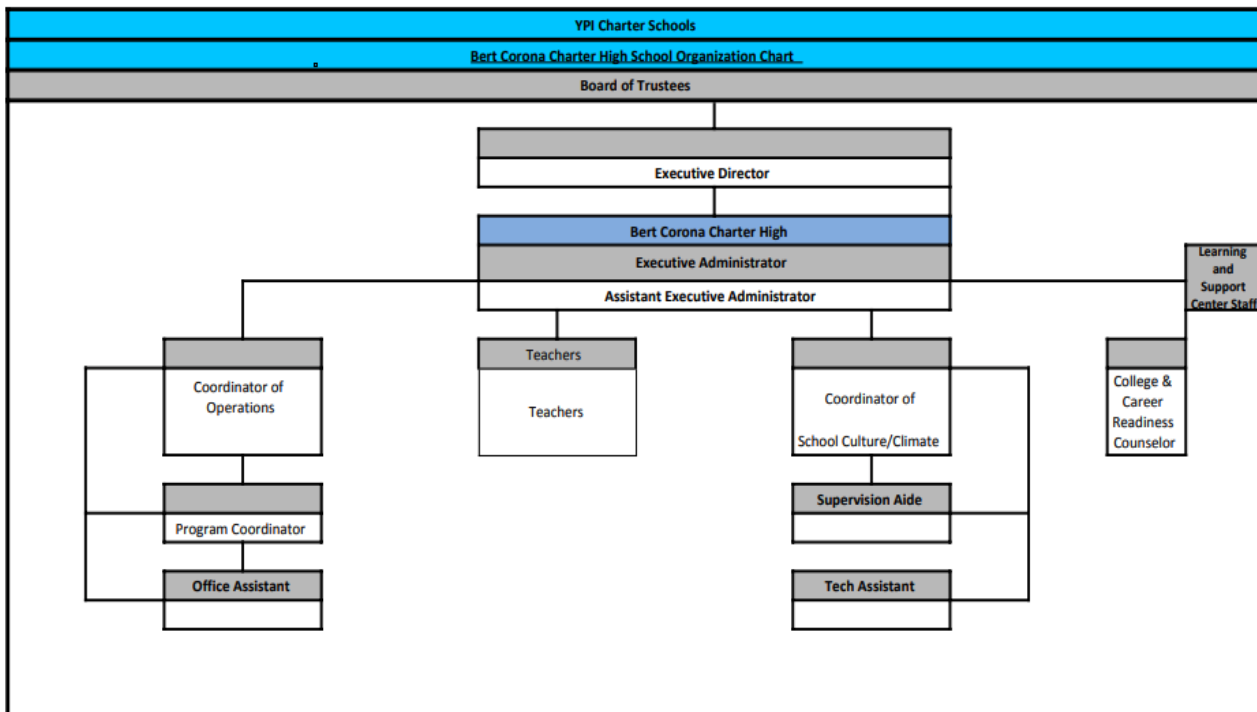
FEDERAL PROGRAM COMPLIANCE

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

4.1 Governance Structure

The organizational Chart below indicates how Bert Corona Charter High has become and remain a viable enterprise. The organizational chart shows the relationship between the YPI Charter Schools, Inc.'s governing board and the leadership of the school.

Table 4.1 Organizational Chart



The YPI Charter Schools, Inc. Board of Trustees in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the YPI Charter Schools, Inc. Board is to govern Bert Corona Charter High in a manner that will enable the school to achieve its mission as prescribed and permitted by its charter. The YPI Charter

Schools, Inc. Board's role is one of oversight of school management; specifically, oversight and management of Executive Director who has oversight of the Director of Operations.

The YPICS Board of Trustees (currently seven members including the President, Vice- President, Treasurer, and Secretary) has a diverse set of skills and experiences. Their backgrounds include: two business members from outside of education, a realtor, a university partner, two community members with K-12 experience, and the Executive Director of a Community Based Organization. Board of Trustees will complete a skills/expertise analysis of the current board prior to filling any open trustee seat.

YPICS Trustees believe that in order to lead well it is necessary for them to have the ability to govern effectively in the area of finance, governance, academic excellence, facilities and development. The following are key skills that are important and align with the following areas of oversight:

Finance:

- CFO
- Accounting*
- Financial Policies and controls*

Governance:

- Legal*
- Prior governance experience*
- Strength cultivating new trustees

Academic Excellence

- Strong analysis skills*
- Experience for managing for results

Development

- Individual donor cultivation experience*
- PR & marketing*
- Event Planning

Facilities

- Construction/Project Management*
- Real Estate Finance*
- Real Estate Law

Additionally the following overall skills are also important for each Trustee:

- Support the values, mission, and vision of the organization
- Lack of personal agenda
- Entrepreneurial spirit
- Enjoy group process
- Think critically and strategically

Items that have an asterix (*) are skills or experiences we believe are absolutely necessary for that committee or oversight area; items without an asterisk are "recommended" for the need for them depending current board goals. The Board of Trustees will also use task forces such as Executive Director Evaluation and Support, Audit, and Human Resources/Personnel to ensure effective governance.

Charter School agrees and acknowledges that as the sole statutory member of YPI Charter Schools Inc., the Youth Policy Institute, Inc. Board of Trustees does not vote on or otherwise control matters governed by YPI Charter Schools Inc., Board of Trustees including but not limited to the governance and operation of the Charter School and as delineated in the approved charter. YPI Charter Schools Inc., is the holder of the charter of the Charter School and ultimately has all governing and fiduciary responsibility for any and all actions related to the Charter School. Charter School agrees and acknowledges that the Youth Policy Institute, Inc. governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of YPI Charter Schools Inc. and as a nonprofit corporation.

All contracts between Youth Policy Institute, Inc. and YPI Charter Schools Inc. shall require that, in performing any and all obligations and/or exercising any rights under such contract, YPI Charter Schools Inc. and its Board of Trustees employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between Youth Policy Institute, Inc. and YPI Charter Schools Inc., must be approved by YPI Charter Schools Inc. in a lawful, open and transparent manner. YPI Charter Schools Inc. shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to LAUSD oversight.

YPI Charter Schools Inc. agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 47605(m) and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, as updated annually, and as applicable to charter schools.

YPI Charter Schools Inc. acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve Bert Corona Charter High School's public funds shall remain within the scope of the annual audit required under Education Code section 47605(m) and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, as updated annually and as applicable to charter schools and subject to District oversight. YPI Charter Schools Inc. agrees that related party transactions

involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight.

Notwithstanding any other law or provision of this Charter, YPI Charter School's governing board shall not be comprised of a majority of any combination of member(s) or member(s)'s directors, employees, or affiliates.

In addition, the specific responsibilities of the YPI Charter Schools, Inc. Board are:

- **Oversight of the school:** The YPI Charter Schools, Inc. Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the Bert Corona Charter High School' goals set out in the Bert Corona Charter High petition. The Board of Trustees is responsible for the approval and monitoring of the School Plans (LEA, LCAP, LEA Addendum, Schoolwide Plans (SMART Goals, Programs, etc.) and for ratifying the school's mission. The Trustees review the School Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.
- **Budget and financial resources:** The Bert Corona Charter High School's management prepares an annual budget for consideration by the Trustees. The Board of Trustees approves the budget and reviews the school's financial performance and position at each meeting. The Trustees are responsible for financially managing the school, including budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law and as otherwise prudent.
- **Annual financial audit.** The Trustees hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- **Appeals by parents.** The Board of Trustees hears appeals by parents on matters of student discipline, including student expulsions.
- **Enhancing the organization's standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising.** The Trustees assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Strategic planning.** The Trustees in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **School Policies.** The Trustees responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, Bert Corona Charter High School's policies with respect to:
 - Admissions,
 - Curricular guidelines,
 - Employment and other personnel matters,
 - Student discipline,

- Special education,
- English language education for English Learners,
- Ethics,
- Student food services,
- Student health services,
- Communication with students' families,
- Communication with governmental and regulatory agencies,
- Public relations and outreach, and
- Hearing complaints
- All or more particularly set forth in the By-Laws of the School.

Description of major roles

Executive Director - The Executive Director is responsible for the school environment and student performance at Bert Corona Charter High School, Bert Corona Charter High, and Monseñor Oscar Romero Charter School. The Executive Director is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The duties include: Executive Administrator support and supervision, support and supervision of Learning and support staff, facilities development, serving as a spokesperson for the YPI Charter School's network not Youth Policy Institute, and bi-weekly school visitations and observations; monthly presentations to the staff, parents, and students of Bert Corona Charter High School; and managing the hiring process of the school Executive Administrators.

Chief Operations Officer – The COO will report to the ED and assume a strategic role in the overall management of Bert Corona Charter High School. The COO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of the organization. Plans, organizes, assigns, directs and reviews the business and risk management functions of the schools and participates in the development and implementation of policies and programs at the executive level.

Serves as the Executive Director in his or her absence.

Executive Administrator - The Executive Administrator serves as part of the overall organizational executive team and is responsible for establishing a positive school culture and high levels of student achievement. The Executive Administrator's duties will include, but is not limited to, facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as assigned. Additionally, the Executive Administrator manages the teacher selection and curriculum development process.

4.2 YPI Charter Schools, Inc. Governing Board Composition and Member Selection

The YPI Charter Schools Inc. Board of Trustees is made up of retired school administrators, current school educators, and representatives of community-based organizations.

Number of YPI Charter Schools, Inc. Board of Trustees. The authorized number Board of Director shall consist of no less than three (3) and no more than twenty-five (25) Directors. The specific number shall be determined by the Board of Trustees from time to time. No reduction of the authorized number of Board of Trustees shall have the effect of shortening the term of any incumbent trustee.

The YPI Charter Schools, Inc. Board of Trustees -are nominated by any member of the community. The nominees complete Resume or Bio are vetted by the full Board of Trustees prior to a vote. The nominee is elected by a simple majority of current Trustees. The Trustees selection, terms of service, and number of members are regulated in accordance with the YPI Charter Schools, Inc. Bylaws. The Board of Trustees meets in accordance with the bylaws, currently once a month.

Members and Election and Term of Office. Youth Policy Institute, Inc., a District of Columbia corporation, shall be the sole member of the corporation.

The member shall designate a majority of the Trustees as provided in Section 5220(d) of the California Nonprofit Public Benefit Corporation Law. All Trustees not appointed by the member shall be elected at a regular meeting of the Board from a slate of nominations presented by the Nominating Committee. The Nominating Committee shall be composed of the members of the YPI Charter Schools, Inc., Executive Committee (President, Vice President, Secretary, and Treasurer) and any other persons appointed by the Executive Committee to serve on the Nominating Committee. If a regular meeting is not held or the Trustees are not elected thereat, the Trustees may be elected at any special meeting of the Board held for that purpose.

Each Trustee designated by the member shall hold office for a term of three (3) years and until a successor has been elected and qualified. All other Trustees shall hold office for a term of two (2) years and until a successor has been elected and qualified. Trustees may succeed themselves in office.

These areas of expertise support the decision making that the YPI Charter Schools, Inc. Board of Trustees must engage in including:

The annual budget of the corporation;

- Any non-budgeted expenditures of the corporation over \$50,000;

- Any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
- The removal of Trustees/directors without cause pursuant to Section 5222 of the California Corporations Code;
- The approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- The approval of the principle terms of a merger of the corporation with another organization;
- The approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- The approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve; and
- The approval of any borrowing of money

Other Committees

- YPICS Board Academic Excellence Committee, Ad Hoc Financial Committee, Executive Director Evaluation Committee, Audit Committee, Student Discipline Committee

Bert Corona Charter High will encourage all stakeholders to participate in and share responsibility for the education design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents or guardians. This is accomplished in a number of ways that include the formation of a School Advisory Council process and educational results.

Bert Corona Charter High post meeting notices at the charter school and in the community in advance of all YPI Charter Schools, Inc. Board of Trustees meetings to be held monthly, in accordance with the Brown Act. Bert Corona Charter High distributes agendas to parents of students and in the community. Notification for all meetings of the YPI Charter Schools, Inc. Board of Trustees shall comply with the requirements of the Brown Act. Notification of meetings will be posted publicly accessible as a printed copy posted in the main office of the charter school, and/ in place clearly visible to the general public, and on the charter schools website according to the timelines provided by the Brown Act. Minutes of meetings are accessible at the Bert Corona Charter High School's front office. Bert Corona Charter High Board of Trustees meetings are held in the following addresses throughout the year:

Bert Corona Charter School
9400 Remick Avenue
Pacoima, CA 91331

Bert Corona Charter High
12513 Gain Street

Pacoima, CA 91331

Monseñor Oscar Romero Charter
School 1157 S Berendo Street
Los Angeles, CA 90006

YPICS Learning and Support Center
10660 White Oak Avenue
Granada Hills, CA 91344

Commencing January 1, 2020 the Board of Trustees will comply with the Ed Code 47604.1

4.3 Governance Procedures and Operations

Governance Board Decision Making Process

A majority of the Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is an act of the YPI Charter Schools, Inc. Board of Trustees. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

Quorum: A majority of Trustees with voting authority then in office constitutes a quorum of the Board of Trustees for the transaction of business, Participation in meetings by Conference Telephone: Trustees may participate in any meeting through the use of video or telephone conference equipment. These meetings will be held pursuant to the teleconferencing rules of the Brown Act.

4.4 Stakeholder Involvement

The Bert Corona Charter High decision-making process in which all Charter School stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Bert Corona Charter High are focused to achieve the educational student outcomes outlined in the Charter Petition.
- Ensure that all staff members are involved in the decision-making process.
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process.
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes.

The Bert Corona Charter High model of decision-making will be democratic in nature. YPI Charter Schools is founded on the principle of inclusiveness. Therefore, keeping with our themes of teamwork and unity, all staff will model a culture of consensus building that is strongly aligned with the vision and mission

of Bert Corona Charter High. It is our belief that as we build a strong positive culture and community, more parents will champion the school vision and mission.

Staff involvement in school governance

Both classified and certificated staff will have the opportunity to participate in School Advisory Committee. This committee will provide a communication channel by which the Executive Administrator, the YPICS Executive Director, and The YPICS Board of Trustees will be informed of employee stakeholder inquiries, ideas, and concerns.

Parent Involvement in School Governance

Bert Corona Charter High understands that parental involvement in the life of the school is essential to the success of the school. Bert Corona Charter High made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Bert Corona Charter High will encourage parents to participate in the school by:

Parents will be encouraged to serve on the School Advisory Council (SAC). Parents involved within the School Advisory Council will influence decisions on the allocation of funds provided to the school, as per Section 64001(g) of the California Education Code. Bert Corona Charter High's School Advisory Council (SAC) was explicitly convened on September 2015, in compliance with Education Code. The SAC is comprised of two teachers, two students, two parents, a staff liaison, and is chaired by the Assistant Executive Administrator. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The Charter School web site will facilitate the dissemination of information on areas of specific interest to parents.

The process by which stakeholders are involved in the consultation is to join the School Advisory Council, the Bert Corona Charter High Executive Administrator or Coordinator of Operations will involve the students, parents, teachers and staff in developing the school's annual LCAP and will work with all stakeholders to participate in reviewing the school's annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

Bert Corona Charter High believes that parent involvement translates into increased student achievement. The philosophy of Bert Corona Charter High is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

Parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the YPI Charter Schools, Inc. Board of Trustees.

Parents will be encouraged to serve on the School Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. Bert Corona Charter High's web site will facilitate the dissemination of information on areas of specific interest to parents. In addition all information regarding parental involvement will be presented at all parent meetings held and through Remind, our parent communication system for all registered students.

*(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.
(EC 47605)*

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children, and will be informed that participation is not required as a condition of continued and enrollment and attendance at Bert Corona Charter High . Other service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and time of service will be requested during parent/staff conferences held prior to the onset of each school year.

Bert Corona Charter High will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay at home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Helping in Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)
- Understanding Linked Learning Career Pathways

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and Executive Administrator, Director of Operations, and Coordinator of School Climate and Culture will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the

administrators and teaching staff will be available for additional conferences as needed.

Community Involvement

Bert Corona Charter High works closely with established community-based organization in the San Fernando Valley to ensure community participation and maximize the resources available to students and their families. The community-based organizations in the surrounding areas and other partnering stakeholders will work collaboratively in support of the Charter School. This includes colleges and universities partnerships, as well as partnerships with businesses that will support our students in their academic achievement as well as our college to career program.

Composition:

The School Advisory Council (SAC) has been established at **each school, which** participates in school-based program coordination. Parents of English learners comprise at least the same percentage of the SAC membership, as English learners constitute of the school's total student population. The School Advisory Council will consist of parents, students, community members, teachers and Executive Administrator, Coordinator of Operations, and Coordinator of School Climate and Culture. Mentor Teachers, will be elected by peers, parents will be elected by parents of children attending the school, and other school personnel selected by other school personnel at the school. Student leadership officers will serve on the committee, and community members will be self-selected.

The SAC shall be constituted to meet all requirements for state and federal program participation requirements to ensure parity between (a) the Executive Administrator, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils. All SAC meetings are open to all parents.

Committee composition and selection

Parents will be selected by parents of children attending the school to serve on the School Advisory Council.

1. The Executive Administrator, Assistant Executive Administrator and Coordinator of Operations, shall be an ex officio member of the school Advisory council.
2. The Executive Administrator may invite other stakeholders to act in an advisory capacity at the SAC meetings. The Council meets once each month between September through April to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process, as is part of the development of the Local Control Accountability Plan (LCAP) and the monitoring of ELs. While the model of decision-making at is designed to be inclusive of all stakeholders and ensure full participation and

representation of parents, teachers, staff and the community, if an agreement cannot be reached on any issue, the YPICS Executive Director holds final authority in all matters.

SAC Responsibilities

1. The SAC agenda will include LCAP matters quarterly.
2. The SAC will work with all stakeholders to participate in reviewing the school's annual progress
3. The SAC will provide feedback on established LCAP goals to allocate resources for potential needed program adjustments.
4. The SAC will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns
5. The SAC will be responsible for advising the Executive Administrator and staff on programs and services for English learners.
6. The SAC shall assist the Charter School in the development of:
 - a. The school's needs assessment.
 - b. Ways to make parents aware of the importance of regular school attendance.
 - c. Advise on the development of the LCAP and the LEA Federal Addendum in relation to the English Learner Master Plan.
 - d. Assist in the development of the school's language census, assessment of achievement gaps of the EL student population, and the development and evaluation of the school's programs and services for EL students.
 - e. Advise on efforts to inform parents about the importance of regular school attendance, review the school's student attendance data and the Bert Corona Charter High School' student attendance policy.
 - f. Include on the meeting agendas information related to the Bert Corona Charter High School' English Learner Master Plan.
 - g. Use the Comprehensive School Needs Assessment to identify and address the linguistic and academic needs of ELL students and to develop training and support for parents.
 - h. ELAC matters will be included on the SAC agenda six times per year at a time that is agreeable to members.
 - i. The Charter School site Executive Administrator, and/or Director of Operations will be responsible for submitting the minutes of each Advisory Council meeting to the YPI Charter Schools, Inc. Board of Trustees.

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.

Bert Corona Charter High selected a group of professionals that share the educational philosophy of our Charter and are committed to educate all children. All personnel must commit to the mission and vision of the school. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

Mission of the Learning and Support Center

Our Mission

Our mission is to deliver on the promise of equal educational opportunity for all of Los Angeles' children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. At YPICS, our students realize their potential and develop the skills they need to graduate from college, succeed in a competitive career in the world and serve as the next generation of leaders in our community.

- We work for change...that changes everything!

- We care about people.
- We can help you become who you're meant to be, whether you're 9 or 39. Because at the LSC, we know that taking care of kids means taking care of teachers and administrators, too.
- We are innovating & growing.
- We never stop learning and evolving. It's a part of everything we do, from our bold new programs to the way our network of schools continues to grow in the communities we serve.

YPICS Learning and Support Center

Most CMOs choose to refer to their principle place of business as the Central Office. However, YPI Charter Schools, Inc. believes that the most central and core function of the organization happens on each school site each day, teaching and learning. Our prime objective is to provide excellence in coaching, training, compliance monitoring, and technical support to the leaders, teachers, and operational team members of each school. Therefore, YPI Charter Schools, Inc. has chosen to name its Central Office, "The Learning and Support Center."

Employee Positions and Qualifications

Executive Director (Learning and Support Center)

The Executive Director has primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for the Bert Corona Charter High School. Overseeing all aspects of the organization, from administration to fundraising the Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members. The Board of Trustees will select, hire, and evaluate the Executive Director.

The Executive Director communicates with internal and external parties regarding the school's mission, values and core beliefs. Further translate the school board's strategic vision into operational objectives. The Executive Director also serves as the educational leader through providing the effective management of teaching, data analysis, curriculum development and professional development programs. They guide and direct members of the administrative and office support teams by promoting high standards of excellence. The Executive Director evaluates the Chief Operations Officer, Director of Operations and Coordinator of Student Services. The Executive Director supports and supervises Executive Administrators. Supports and supervises Learning and Support Center staff.

The Executive Director ensures that school rules and policies are objectively and consistently implemented with integrity. The Executive Director promotes a healthy culture, positive learning environment and community-friendly atmosphere. The Executive Director is tasked with submitting mandatory reports to district, state and federal organizations. In addition to maintaining professional relationships with external partners, government representatives and educational experts.

Financial Responsibilities

The Executive Director also provides leadership in fiscal management. The Executive Director develops budgets that adhere to district limitations, school resources and expected grant funds. In order to secure financial resources, the Executive Director establishes and cultivates relationships with state funding sources, advisory committees and local partnership groups. The Executive Director must identify adverse financial problems and submit actionable recommendations to the school board. The Executive Director ensures that the accounting system is clear, accurate and maintained in accordance with GAAP.

Executive Director must ensure compliance with all legal contracts, government regulations and funding source agreements. In order to accomplish this, they establish and promote appropriate school financial policies and procedures. The Executive Director will strive to increase the school's development income, increase the number of grant applications and link financial visions with strategic planning and execution. As well as cultivate potential donors and implement fundraising programs that meet the school district's goals.

Human Resource Management

Executive Director has various human resource management duties. First, the Executive Director must ensure that job descriptions are developed and remain current for staff. These documents serve as the basis for personnel evaluations. Second, they provide recommendations regarding promotions, demotions, hiring, firing and salary changes for employees. They indirectly supervise and evaluate all administrative and instructional staff.

Qualifications:

- Have at least 10 years of Executive Leadership Experience in Public Schools K-12
- Bachelor's degree required, Master's degree in school administration or relevant field preferred
- Expertise in curriculum design and evaluation,
- Experience as an administrator and teacher,
- Experience working in the charter school movement, and an interest, or associated work history, in facilities management.
- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Administrators and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the YPI Charter Schools, Inc. Board of Trustees on the progress of the school in achieving educational success once a month.
- Oversee the following efforts by others:
 - Educational Leadership
 - Finance
 - Facilities

- Technology
- Administration/Human Resources

Chief Operations Officer (Learning and Support Center)

To plan, coordinate, and supervise the operation of Finance, Facilities and Operations, Technology and Food Services Divisions in such a way as to enhance the morale of school district personnel, promote the overall efficiency of the school system, and maximize the educational opportunities and benefits available to each individual child.

Reports to: The Executive Director and acts as the Executive Director's designee if absent.

Responsibilities:

- Supervise payroll ensuring the accuracy and integrity of all payroll functions.
- Supervise the food service, buildings & grounds and transportation programs to ensure fiscal efficiency, quality customer service, and compliance with all policies.
- Ensure administrative systems are contemporary and support the efficiency of administrative operations.
- Manage the physical plant maintenance needs at all sites.
- Manage the development of a long term financial plan that highlights the financial needs of the organization and schools.
- Respond to inquiries from BCCH's school administrators concerning campus issues.
- Coordinate dissemination of information, policies, regulations, procedures, and reports to BCCH's school administrators.
- Conduct building inspections and classroom visitations to assess educational and operational effectiveness and assist school administrators to establish and maintain a productive learning and working environment.
- Facilitate the work of internal and external auditors
- Assist in developing and revising Bert Corona Charter High School' board policies and regulations of the organization and implements as appropriate.
- Oversee the maintenance of financial and records in compliance with the federal and state law and Bert Corona Charter High School' board policies.
- Ensure compliance with all federal/state/Bert Corona Charter High School' regulations.
- Research business laws and regulations to implement procedures to maintain compliance with current legal requirements.
- Responsible for the organizations and schools safety plan and ensuring safety plans are current.
- Responsible for the development, implementation, and oversight of the annual district budget and any/all organizational grants.
- Responsible for implementing a budget development process that is transparent and done in collaboration with stakeholders.

- Responsible for other such duties as may be assigned by the Executive Director.

Qualifications:

- Master's degree in education and/or related field
- Strong understanding of best practices of school administration.
- Strong overall understanding of best practices of accounting, school district operations, and business office procedures.
- Effective communication and presentation skills
- Knowledge of governmental accounting procedures, budgeting requirements, payroll, school finance and capital projects.
- Ability to work harmoniously and effectively with a diversity of individuals including school personnel, parents, community members, business leaders, state education employees and legislative officials
- Strong contemporary technology skills
- Perform other such duties as may be assigned by the executive director

Director of Human Resources (Learning and Support Center)

Under the direction of the Executive Director, the Director of Human Resources provides oversight of all human resources, and compliance related items. The Director of Human Resources will work directly with other site administrators, staff, faculty, and YPICS staff to ensure excellence and compliance in all areas related to Bert Corona Charter High employment. The Director of Human resources serves as support for the operations team of all schools.

Reports to:

The Director of Human Resources reports to the Executive Director.

Essential duties and responsibilities:

Human Resources Responsibilities: The Executive Administrator serves as the on-site Human Resource representative or designee contact and is the first to respond to site- specific personnel issues:

Health and safety of the workforce

- Development of the Human Resources department
- Development of an employee-oriented company culture that emphasizes quality, continuous improvement, key employee retention and development, and high performance.
- Addresses staff concerns and grievances
 - Approves all time off requests and monitors request balances using Time-Off calendar
 - Reviews all personnel payroll timesheets and ensures it is submitted to payroll in a timely manner

Qualifications:

- Bachelor's degree in education and/or related field plus additional knowledge in computerized communications,
- Demonstrated social, communication and interpersonal skills.
- Successful organizational experience and/or community involvement.
- Demonstrated ability to function effectively in a diverse school community.
- Demonstrated aptitude or competence for assigned responsibilities.
- Strong public relations skills.
- Knowledge of or experience in establishing successful programs for parents.
- Ability to follow directions and work as a productive component of a highly functioning administrative team.
- Successful investigative experiences in Human Resources.
 - Skills to communicate, articulate, moderate, understand, command over language, mental ability, tact in dealing with people intelligently, ability to draft agreements, policies etc.
 - Possess learning and teaching skills as he has to learn and teach employees about the organizational growth, need for and mode of development of individuals etc.
 - Have the Ability to discriminate between right and wrong, between the just and unjust, merit and demerit.
 - Execute the management's decisions regarding personnel issues with speed, accuracy and objectivity. He should also be able to streamline the office, set standards of performance, coordinate, control etc.
- Five years of Oversight experience of a School Food Authority
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Senior Director of Programs (Learning and Support Center)

Under the direction of the Chief Operations Officer, the Senior Director of Programs provides oversight of all, outreach, meal program, and compliance related items. The Senior Director of Programs will work directly with other site administrators, staff, faculty, and YPICS staff to ensure excellence and compliance in all areas related to programs. The Senior Director of Programs serves as support for the operations team of all YPI Charter Schools.

Reports to:

The Senior Director of Programs reports to the Chief Operations Officer.

Essential Duties and Responsibilities:**Meal Program:**

- Employs management techniques to maintain an effective and efficient Child Nutrition Program (CNP).
- Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.

- Develops a long-range program for establishing professional status for the CNP's role in the education community.
- Triennial on site reviews from State.
- Establishes measurable financial objectives and goals for the CNP.
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and Policies.
- Approve all direct certification, free, and reduced applications (and appropriate notification letters) along with yearly verification of applications.
- Monthly reporting to State for reimbursement.
- Obtain bids from vendors for the procurement of food, equipment and services needed for the department and make recommendations regarding which bids/proposals are in the overall best interest of YPICS.

Parent Relations

- Assist staff and Executive Administrators in planning and conducting workshops for parents and other interested community groups which address the needs of at risk students and their families
- Develop and co-ordinates programs that bridge and reduce the communication gap between home, school and community groups. Further ensuring information sent to parents is written clearly, grammar and spelling checked and understandable.
- Develop parent education training modules and activities that improve the social, emotional, academic and career attainment skills of students and families.
- Provide assistance to help parents understand the CA Common Core State Standards for ELA, Mathematics, ELD, History, and NEXT Generation Science academic standards, California's Smarter Balance, state and local assessments, and assist families on how to monitor their children's progress.
- Assume other related responsibilities and duties within the context of the above performance responsibilities.

Qualifications:

- Bachelor's in education and/or related field degree plus additional knowledge in computerized communications,
- Demonstrated social, communication and interpersonal skills.
- Successful organizational experience and/or community involvement.
- Demonstrated ability to function effectively in a diverse school community.
- Demonstrated aptitude or competence for assigned responsibilities.
- Strong public relations skills.
- Knowledge of or experience in establishing successful programs for parents.
- Ability to follow directions and work as a productive component of a highly functioning administrative team.
- Skills to communicate, articulate, moderate, understand, command over language, mental ability, tact in dealing with people intelligently, ability to draft agreements, policies etc.

- Possess learning and teaching skills as he has to learn and teach employees about the organizational growth, need for and mode of development of individuals etc.
- Five years of Oversight experience of a School Food Authority

Director of Special Education (Learning and Support Center)

Working from the central office of YPI Charter Schools, the Director of Special Education, who reports to the Chief Operations Officer, will oversee all aspects of educational service delivery for students with special education needs. The Director will ensure that the school operates effectively and efficiently in compliance with all state and federal regulations. The Director must be knowledgeable of special education laws and regulations and effective instructional practices in special education. The Director must have supervisory experience, have demonstrated the ability to lead and manage a diverse team and be committed to the goals of the school.

The Director of Special Education will ensure that the Charter School is providing appropriate programs in the least restrictive environment for all students with special needs. The Director of Special Education will be responsible for leading and managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and contracting with service providers, providing research-based educational programs and service that focus on student progress, and ensuring that the school operates in compliance with special education law and procedures at all times.

Essential duties and responsibilities:

- Develop procedures, forms, and templates for the provision of all special education services;
- Provide ongoing professional training and coaching to special education teachers and school administrators;
- Recruit and select special services providers for school psychology, speech and language therapy, and other services;
- Ensure that all charter schools operated by YPI Charter Schools are in full compliance with federal and State special education laws;
- Ensure that student records and documentation for special education issues are accurate, timely, and meaningful.
- Direction and management of all special education programs and services to meet student needs
- Maintain resources and materials to support staff in the accomplishment of service delivery
- Assist Chief Operations Officer (COO) in preparing/maintaining special education budget
- Conduct professional development, training, and meetings for school leaders and staff to keep school site knowledgeable regarding current trends in special education
- Ensure compliance of with District, Modified Consent Decree, IDEA, and ADA regulations
- Research current topics in special education and disseminate information
- Prepare school for DVR and/or school site visits

- Act as a liaison between YPICS and LAUSD for issues related to special education
- Attend meetings at the district and/or community-based organization to coordinate services as necessary
- Meet with parents to resolve any disputes
- Schedule/coordinate/attend all IEP meetings

Monitor delivery of service/compliance using Welligent system requires knowledge of:

- Best/Current Practices in Special Education
- Knowledge of formal/informal assessments
- Federal, State, and District Special Education Laws and/or policies
- Behavior/academic interventions
- Experience supervising a diverse team
- Excellent communication skills, both oral and written.
- Customer focused approach.
- Demonstrated ability to work well in fast paced environment.
- Technologically proficient (especially with MAC and Microsoft Office products).
- Occasional travel.

Qualifications

- Bachelor of Arts in education and/or specific to Special Education
- Administration experience preferred
- Trained to administer Formal Assessments
- Four years' successful teaching or prior job-related experience with increasing levels of responsibilities in school setting.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills

Director/Coordinator of Technology and Integration (Learning and Support Center)

The job of Director of Technology and Integration implements YPICS' Instructional Technology plan; integrates technology into the curriculum and teaching practices; provides recommendations regarding potential software application purchases; monitors the effectiveness of technology instruction and provides technology training.

Under the direct supervision of the Chief Operations Office and the site Executive Administrators, the Director of Technology & Integration will also provide general technical support to the Charter School's administrative staff.

Essential duties and responsibilities:

- Access to Devices and Programs
- Manage the Help Desk and allocate tickets to appropriate site technicians or vendors/consultants.
- Oversee and manage site technicians to ensure access to devices and programs.

- Establishes system-wide software and hardware standards, requirements and specifications.
- Evaluates hardware and software for classroom or administrative needs.
- Develops, manages, and evaluates technology budgets.
- Review and approve all system technology purchases to assure compatibility.
- Prepares proposals and solicits bids for technology needs.
- Manage vendor and consultant relationships, including maintenance; hardware and software upgrades, and ongoing development work with the systems and users.
- Reviews reports of computer and peripheral equipment use, malfunction, and maintenance to ascertain costs and plan operating changes.
- Requisitions new materials, maintenance supplies, and other miscellaneous items needed by the school(s).
- Requisitions maintenance and repair parts for school equipment.
- Assists staff to diagnose and solve computer equipment problems.
- Maintain an inventory of technology in the school district.
- Supervise the installation of computers and related equipment throughout the district.
- Work with the Executive Director, Chief Operations Officer, Instruction Directors, and Administrative Assistants, in the long-range planning, facilities design, school construction issues, and budgeting with regards to technology.
- Troubleshoot and repair computer hardware and software when appropriate.
- Remains current on new developments in the areas of software, hardware, networks, telecommunications, training and maintenance.
- Maintain district student information system (Illuminate).
- Collaborates with Executive Administrator and Director or Coordinator of Instruction to purchase, manage, and implement school adopted technology programs (ALEKS, Achieve 3000, NWEA MAPs, etc.)
- Collaborates with Executive Administrator and Director or Coordinator of Instruction at BCCHS to ensure success for one to one Chromebook program.
- Collaborate with Senior Director of Programs and Coordinator of Compliance to meet all deadlines for state and district reporting.
- Conduct needs assessments to identify YPICS teaching staff technology training needs related to the implementation of state and national education standards and school initiatives.
- Create and maintain online technology training resources for YPICS staff.
- Collaborate with Executive Administrator and Director or Coordinator of Instruction to assist teachers through peer coaching, classroom observations, and feedback on effective instructional technology teaching strategies, lesson design and co- planning lessons in instructional technology.
- Collaborate with Senior Director of Programs, Executive Administrators, and Director or Coordinator of Operations to plan and facilitate parent instructional technology education courses.
- Collaborate with YPICS Executive Team to contribute to the development, communication, and implementation of a shared vision for

the comprehensive use of technology to support a digital-age education for all students.

- Collaborate with Executive Administrator, Director or Coordinator of School Culture and Climate, and Director or Coordinator of Instruction to train on effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
- Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement state and national education standards.
- Researches, networks with and promotes out-of-district staff development opportunities.

Requires knowledge of:

- The implementation of current trends in educational technology and innovative classroom pedagogy.
- How to use multimedia equipment and applications, basic software applications and common operating systems including the G Suite for Education platform, Illuminate Student Information System, Wordpress, and Adobe Suite to support learning.
- Project Management skills planning, organizing and directing the Technology Department with current and new technologies
- Demonstrate a working knowledge of hardware components and their functions.
- Knowledge of YPI Charter School policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Knowledge of and skill in budget preparation and control.

Requires ability to:

- Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
- Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
- Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences
- Approach challenges with divergent, innovative ideas
- Demonstrate lifelong learning by staying up to date on current trends in educational technology.
- Assess and analyze user needs and recommend hardware/software solutions
- Troubleshoot technology and network availability issues.

- Communicate effectively with students, parents, peers, other YPI Charter School personnel, and community representative, both individually and as a group.
- Establish and maintain effective working relationships.
- Have excellent organization and training skills.
- Plan, analyze, and coordinate activities and establish priorities.
- Mobility to traverse all areas of the work site.
- Travel to other sites/locations.

Qualifications:

One of the following California credentials or credential combinations authorizing K- 12 service must be on file with Youth Policy Institute Charter Schools

- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential
- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- At least two years of public school certificated service directly related to an instructional program.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.
- Experience in using state of the art technology, and demonstrated success in preparing and delivering workshops or formal presentations.
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Obtain AWS Foundational Certification (i.e. Cloud Practitioner)

Director of Marketing (Learning and Support Center)

Under the direction of the Chief Operations Officer (COO), the Director of Marketing (DM) is responsible for establishing & implementing strategic and tactical communications plans designed to create brand value and generate demand in the community. The DM will build a creative, integrated, multi-channel marketing department that builds brand awareness and reputation, provides a steady flow of sales leads, and measures the return on marketing program investments. The DM will work directly with the other site administrators, staff, faculty, and YPICS staff to ensure excellence, create and brand awareness, manage the communications and outreach programs of each school site. The DM serves as the educational leader responsible to support the art and communication programs at school sites, by supporting teachers in the development lesson plans in the area of communications arts (graphic design, illustration and visual storytelling). Additionally, The DM will support the Media Arts CTE pathway in the middle schools by providing technical support to the Communications and Arts Teachers and direct mentorship for the Bert Corona High School Students and Media Arts Teacher.

Reports to: The Director of Marketing reports to the Chief Operations Officer.
Essential duties of the Director of Marketing (YPICS Brand Management) Brand strategy development:

- Creating brand value and reputation by developing a yearly plan that conveys and delivers the “why” of YPICS, which is: “We believe a high quality, rigorous education is the great equalizer that provides access and opportunities for our students, families and communities.”
- Defining brand strategy: A brand to succeed must align its business strategy (what it is the brand does to make money) and brand essence (the mission). A brand strategy is the plan you develop to convey your brand.

Review brand performance by using specifics metrics like:

- Customer perceptions (Parents, Students, Partners and Others), Competitive marketplace data, Touch point performance, Opportunities for differentiation and Market share.
- Recruitment process of staff: Facilitating and presenting to prospective staff the YPICS brand, assisting in the interview process, etc.
- Professional Development: Assisting the Director of Academic Achievement by surveying and training teachers to improve brand performance.
- Fundraising: Creating opportunities for the YPICS brand to exhibit its outcomes and achievements by the execution of its mission.
- Networking: Connecting with similar organizations, social programs and schools with the purpose of strengthening the YPICS brand by creating a stronger community.
- Communication Systems: To write policies on communications methods, processes, goals, etc. Drive internal communications practices (3n, email, etc.)
- Consulting Services: Offering brand management and design services to similar organizations inside our circle of partners in the community, first, as a way to collaborate and, second, as a way to bring cash flow to the organization.
- Facilities: To make sure that facilities carry a specific look to ensure that the brand is being communicated well by creating environments that stimulates and increases creativity, productivity and the well being of employees and visitors, this also conveys the YPICS brand.

Duties of the Director of Marketing (School Sites)

- Communication Systems: To write policies on communications methods, processes, goals, etc. Drive internal communications practices (3n, email, etc.)
- Building loyalty (community) & referrals, word of mouth for potential charter students, alumni drive or program, etc.
- Networking: Connecting with similar organizations, social programs and schools with the purpose of strengthening the schools’ brands by creating stronger relationships and collaborations.

- Professional development: Training staff to best use brand assets, communication systems and living the brand philosophy.
- Student Leadership: Work closely with student leadership class to improve event communication (posters, website, social media).
- Student Mentorship: Work closely with the High School Media Arts Instructor to improve event communication (posters, website, social media) and intern experiences.
- Content manager: Reviewing all communications that goes out to make sure that the brand is being communicated successfully and truthfully.
- Facilities: To make sure that the facilities carry a specific look to ensure the well being of employees and visitors. This also conveys the schools' brand.

Duties of the Director of Marketing (Design & Production)

- Branding: Designing, guidelines and management of all brand identity systems (stationary, print media, websites, social media, etc.)
- Visual Assets Development: Direction of photo-shoots, films, animations and illustrations.
- Collateral Design: Creation of a variety of design pieces for all media.
- Documentation: Creation and design of manual and booklets to document philosophy, training, processes and protocols of the organization.
- Website Maintenance: Daily websites' maintenance, implementation of new functionalities and technologies, blog postings, etc.
- Product Design: Ideation and design of in-house produced booklets, materials, programs, digital applications, etc.
- Uniform Guidelines: Collaborating with the Director of Operations to create official guidelines for a consistent, designing artwork for official logos and marketing materials
- Campaigns: Creating marketing campaigns to sell our main offer, define and drive marketing in all media (including social media), coordinate development of communication materials (catalogs, brochures, website, local displays & signage), etc.
- Professional development: Incorporating art / art appreciation into curriculum.
- Facilities Signage Systems: Classroom design and layout, door signs, directional, etc.

Qualifications:

- 5-year(s) experience working as a Marketing Director in education and/or related field
- Excellent leadership and communication skills.
- Solid knowledge of market research and analytic tools.
- Ability to foresee new trends in the marketplace.
- Ability to implement raw concepts from the inception stage to completion.
- Excellent verbal and written communication in English and Spanish.
- Bachelor's degree in Marketing, Communication, or relevant fields.
- Proven graphic designing experience.
- Possession of creative flair, versatility, conceptual/visual ability and originality.
- Demonstrable graphic design skills with a strong portfolio.

- Ability to interact, communicate and present ideas.
- Up to date with industry leading software and technologies (In Design, Illustrator, Dreamweaver, Photoshop etc.).
- Highly proficient in all design aspects.
- Professionalism regarding time, costs and deadlines.

Coordinator of Data (Learning Support Center)

Under the direct supervision of the Chief Operations Office the Director of Data provides support and oversight of YPICS grants implementation and reporting, as well as data processing and analysis for our schools. The Director of Data will also support ongoing and annual assessment activities for YPI Charter Schools, including state testing (e.g. CAASPP, CAST, ELPAC, PFT). In this role, the Director of Data will adhere to state and school-wide deadlines by providing frequent data and analysis to school leadership teams. The Director of Data will also communicate with school leadership to discuss the updating, maintenance, and publishing of data to various stakeholder groups as needed. The Director of Data may also be asked to work directly with faculty in supporting their efficacy and use of technology tools in the classroom, including but not limited to Smarter Balanced Assessment Consortium assessment tools, benchmark assessment tools and common core aligned tools from the CDE website, Illuminate DnA, ALEKS, and Achieve3000.

Essential duties and responsibilities:

- Support Executive Team to create a data-driven culture across the organization.
- Create and maintain systems for data management and a data driven culture
- Manage data reporting for YPICS grants/programs
- Weekly data reporting and analysis (sent to site administration):
 - ALEKS
 - A3K
 - Illuminate: DnA
 - Illuminate: Gradebook/Mastery
 - MAPs Interim Testing (when applicable)
 - State Testing
 - Research and develop proficiency in all data systems and programs utilized by the organization; share reports and program features with YPICS staff
 - Run Special Education tracking and service reports and share with the Director of Special Education and the executive admin team
- Support Executive Administrators to set and monitor academic goals
- Provide support in monitoring and analyzing SWIS data for PBIS implementation
 - Support instructional team to set-up state and local assessments for accurate data reporting.
 - Data reporting to key stakeholders (parents, community, teachers, coaches, admin)
- Compliance and monitoring of Welligent reporting and service documentation

- Review lesson plans and unit plans to look for data trends aligned to YPICS priorities and initiatives and provide feedback to site administration.
- Provide a weekly overall data report to the central administration team
- Responsible for helping “tell our story” of success using data as a leverage point
 - Creates and shares overall data reports for all YPICS schools to be shared at monthly Board of Trustees meetings
 - Share data with the Executive Team regarding student growth and proficiency; support with goal setting and tracking
- Support with Member Center and student mastery placement each quarter.
- Maintain data spreadsheets for each school
- Maintain data comparisons and growth overtime
- Reviews and in detail analyses all CDE Student Achievement Data for all YPICS
- Provides a summative report to the Executive Administration Team identifying areas of strength and areas of growth for each school

Grant management:

- Generate data reports as needed to support grant programs and site staff to meet grant outcomes.
- Work with Executive Administrator to review data as it relates to meeting grant outcomes.

Data management:

- Supports administration in data analysis and review of periodic performance assessments and quarterly assessments.
- Support site administration with review and use of report card data.
- Monitors progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.

Additional duties

- Support with micro credential evaluation

Requires knowledge of:

- Microsoft Excel and Google Spreadsheets
- Basic Statistics and Data Analysis
- State Testing Requirements
- Various instructional programs

Requires ability to:

- Communicate effectively with a variety of stakeholders
- Strong oral and written communication skills
- Use a variety of online tools to compile and analyze important data sets
- Report data in a meaningful and understandable way
- Manage school, state, district, and grant timelines

Qualifications:

- Advanced proficiency in Excel or similar software
- Valid California Driver’s License

- Strong understanding of a data driven culture in schools
- Bachelor's Degree (Preferred) in education and/or related field
- Database Experience (Preferred)

Executive Administrator (BCCH)

Under the direction of the Executive Director, the Executive Administrator (EA) provides oversight of all school functions including all academic, operational, and cultural elements. The EA will work directly with the other site administrators; staff, faculty, and YPICS staff to ensure excellence and compliance in all areas. The EA serves as the educational leader and chief executive responsible for the overall instructional program and operations of the school promoting effective relationships between the Charter School community.

Reports to:

The Executive Administrator reports to the Executive Director and the Board of Trustees.

Essential duties and responsibilities

Educational Leadership Responsibilities

- Determine objectives and identify Charter School's needs for developing short and long-term plans for the Charter School.
- Implements school programs:
 - Success For All Reading Edge
 - Achieve3000
 - ALEKS
 - CA Common Core State Standards for ELA, ELD, Mathematics, History, NEXT Generation Science-Standards Based Instruction
 - Analyze and interpret student achievement data results from Smarter Balanced, internal formative and benchmarks assessment outcomes in relationship to curriculum and provides guidance, coaching and feedback to teachers.
- Works with administrative team to provide effective staff development that complements instructional program objectives.

Communication Responsibilities:

- Works to gain a thorough knowledge of the Charter School community:
- Cooperates with community groups to support students and families
- Manages and oversees school to home communications including report cards, attendance notifications, and event communication
- Manages and oversees Charter School's communication with Prop. 39 home school administration and LAUSD as needed.

- Builds relationships with and continually communicates pertinent information to site staff and faculty.

Management and Oversight Responsibilities:

- Serves as a member of the organization's executive management team
- Responsible for the operational effectiveness of the Charter School work with the team.
- Serves as first contact for Prop. 39 home Charter School administration.
- Plans, supervises, and directs the business operation of the Charter School in accordance with YPICS policy and procedures as well as those of LAUSD when applicable.
- Oversees development of Charter School plans and organizational procedures for the health, safety, discipline, and conduct of the students.
- Coordinates with Assistant Executive Administrator (AEA) on campus Safety Plan with Prop. 39 home Charter School administration and with the administrator of Charter School Culture and Climate.
- Oversees the academic program of the Charter School and coordinates academic calendar including bell schedules with Prop. 39 home Charter School administration.
- Manages the on-site leadership/administration team and all staff members in the chain of command.
- Oversees implementation of all site grants and collaborates with grant staff for overall program effectiveness.
- Manages implementation of all Charter School policies and procedures as well as incorporates those of Prop. 39 home-Charter School when applicable.
- Oversees teacher educational coaching.
- Oversees all staff professional development and follow up support.
- Works with site administrative team to address parent and student concerns.
- Member of the Multi-Tiered System of Support (MTSS) Team.
- Supports and creates a data-driven culture.
- Leads administrative meetings including site admin, leadership, and YPICS meetings. Responsible for implementation of school petition; which includes revisions and changes per legal changes i.e. LEA Plan, LCAP, EL Handbook, Employee- Teacher handbook and Parent-Student Handbook.
- Supervises and oversees performance evaluations of all personnel supervised.
- Oversees student services, including counseling and discipline.
- Coordinates with AEA of oversight of Charter School teacher/staff committees

Human Resources Responsibilities: The EA with assistance from AEA serves as the on-site HR contact and is the first to respond to site-specific personnel issues:

- Supervises the maintenance of personnel files.
- Addresses staff concerns and grievances.
- Approves all time off requests and monitors request balances using Time-Off calendar.
- Reviews all personnel paycom timesheets and ensures it is submitted to payroll in a timely manner.

School Safety Plan Responsibilities:

- Serves as Incident Commander and ensures school-wide participation in the School Safety Plan.
- Oversees school Safety Plan in accordance with site and LAUSD district policy

Budget Responsibilities:

- Manages overall budget, spending and expenditure tracking for the Charter School.
- Train and oversee directors in budget management and tracking.

Qualifications:

- 3 years of experience as a site level or central administrator
- Teaching experience in grades 6-12
- Valid California Administrative Services Credential
- Master's Degree in an Educational, Business or Government Related Field (7-10 years of extensive leadership managing teams will also be considered)
- Bilingual (English and Spanish) Desirable
- Positive Interpersonal skills, professional and personal integrity and a commitment to openness and honesty.

Assistant Executive Administrator (BCCH)

Under the direction of the Executive Director, the Assistant Executive Administrator (AEA) provides oversight of all Charter School functions including all operational, and cultural elements. The AEA will work directly with the other site administrator, staff, faculty, and YPICS staff to ensure excellence and compliance in all areas. The AEA will assist the EA in the overall operations of the Charter School promoting effective relationships between the Charter School, families, community, and the Charter School community.

Reports to:

The Assistant Executive Administrator reports to the Executive Administrator, Executive Director and the Board of Trustees.

Essential duties and responsibilities**Educational Leadership Responsibilities**

- In collaboration with Executive Administrator will determine objectives and identify school needs for developing short and long-term plans for the school.
- Works with Executive Administrator to provide effective staff development that complements the Charter School goal and objectives.

Communication Responsibilities:

- Works to gain a thorough knowledge of the Bert Corona Charter High community:
- Cooperates with community groups to support students and families
- Works with EA to manage and oversee school to home communications including report cards, attendance notifications, and event communication
- Works with EA to manage and oversee school communication with Prop. 39 home school administration and LAUSD as needed.

Management and Oversight Responsibilities:

- Serves as a member of the organization's executive management team.
- Responsible for the operational effectiveness of the schoolwork with the team.
- Serves as first contact for Prop. 39 home school administration.
- Support the EA with planning, supervising, and directing the business operation of the school in accordance with YPICS policy and procedures as well as those of LAUSD when applicable.
- Supports EA with overseeing the development of school plans and organizational procedures for the health, safety, discipline, and conduct of the students.
- Assists the EA in coordinating campus Safety Plan with Prop. 39 home school administration and with the administrator of School Culture and Climate.
- Assist the EA in Management the on-site leadership/administration team and all staff members in the chain of command.
- Supports the EA with overseeing and implementation of all site grants and collaborates with grant staff for overall program effectiveness.
- Manages implementation of all school policies and procedures as well as incorporates those of Prop. 39 home-school when applicable.
- Works with site administrative team to address parent and student concerns.
- Member of the Multi-Tiered System of Support (MTSS) Team.
- Leads administrative meetings including site admin, leadership, and YPICS meetings.
- Supervises and oversees performance evaluations of all personnel supervised.
- Coordinates student services, including counseling and discipline.
- Assists EA in oversight of Charter School teacher/staff committees

Human Resources Responsibilities: The AEA will assist the EA to share responsibility as on-site HR contact and is the first to respond to site-specific personnel issues:

- Supervises the maintenance of personnel files.
- Addresses staff concerns and grievances.
- Approves all time off requests and monitors request balances using Time-Off calendar.
- Reviews all personnel payroll timesheets and ensures it is submitted to payroll in a timely manner.

School Safety Plan Responsibilities:

- Serves as Incident Commander and ensures school-wide participation in the School Safety Plan.
- Oversees school Safety Plan in accordance with site and LAUSD district policy

School Facilities Responsibilities:

- Manages custodial services for daytime, nighttime, and special events.
- Manages Custodial Supplies budget.
- Manages vendor repairs and vendor budget.
- Manages, supervises, and supports plant manager and custodial staff.
- Manages building access and security.
- Manages textbooks, equipment, and furniture inventory systems.
- Co-Located Campus Leadership and Management (if applicable):
- Manages and oversees school communication with Prop. 39 home school administration and LAUSD as needed.
- Serves as first contact for Prop. 39 home school administration.
- Plans, supervises, and directs the business operation of the school in accordance with YPICS policy and procedures as well as those of LAUSD when applicable.
- Oversees development of school plans and organizational procedures for the health, safety, discipline, and conduct of the students.
- Coordinates campus Safety Plan with Prop. 39 home school administration.
- Oversees the entire academic program of the school and coordinates academic calendar including bell schedules with Prop. 39 home school administration.
- Manages implementation of all school policies and procedures as well as incorporates those of Prop. 39 home-school when applicable.

Budget Responsibilities:

- Works with EA to Manages overall budget, spending and expenditure tracking for the school.
- Train and oversee directors in budget management and tracking.

Qualifications:

- Master's Degree in an Educational, Business or Government Related Field preferred or 15 years of extensive leadership management will also be considered.
- Bilingual (English and Spanish) Desirable.
- Positive Interpersonal skills, professional and personal integrity and a commitment to openness and honesty.

Coordinator of Operations (BCCH)

The Coordinator of Operations must have a well-established and proven leadership skills. The Coordinator of Operations will be responsible for overseeing the creation and implementation of a competitive business plan that brings together the school's divergent goals and objectives. The Coordinator must be a skillful communicator with the ability to

manage and motivate staff by example, and meet or exceed the challenges of competitive strategies as defined in the school's schoolwide plan.

Reports to the Assistant Executive Administrator. Essential duties and responsibilities include:

Staff Management – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, friendly, honest, and competent school. Collaboratively create and approve the schools' operating plan including projections for revenue, expenses, and profitability. Lead the Charter School's implementation of the operating plan. Provide analysis of factors related to impacting cost management and overall profitability; including the real-time management of the Charter School's budget.

Quality Management — Ensure that the Charter School has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders and the following:

- Experience in staff supervision, hiring, and training/developing staff
- Proven ability to maintain compliance to budget and expense targets
- Strong analytical ability to assess financial performance
- Demonstrates effective verbal and written communication skills
- Self-motivated individual with creative problem-solving skills
- Excellent interpersonal and leadership skills
- Lead in the day to day operations of the school
- Prepare credentialing paperwork and monitor processing.
- Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
 - Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Leadership Team monthly.

Performs other duties as assigned.

- Ability to maintain confidentiality of information.
- Excellent organization and detail-oriented skills.
- Excellent problem-solving skills.
- Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

Qualifications:

Bachelor of Science or Bachelor of Arts from an Accredited University in education and/or related field or 10 years or more of demonstrated in Operational Experience in the field.

College Counselor

In collaboration with parents, teachers, support staff, and administrators, the College and Career Counselor at Bert Corona Charter High will provide the following services to all students:

- Monitor progress toward successful completion of all A through G course requirements for CSU and UC admission by meeting with students (and parents when possible) each semester to discuss a graduation plan, transcript status, and enrollment in appropriate courses.
- Provide access to acceleration opportunities for students surpassing minimum course requirements, and/or provide credit recovery opportunities for students missing A through G course requirements due to insufficient academic progress or transfer deficits.
- Provide timely guidance regarding admissions requirements for specific colleges and universities.
- Provide assistance with college and university application processes, both public and private.
- Plan and lead college visitation field trips to local institutions.
- Manage enrollment and liaison responsibilities for BCCH Early College partnership with Los Angeles Mission College.
- Record, update and display student college and career dreams and goals.
- Manage PSAT and SAT Test registration, ordering, proctoring, reports, and shipping.
- Train, educate, and survey parents regarding academic college-readiness and financial aid.
- Provide students with social-emotional support, consultation and guidance, and referrals to support services.

Qualifications:

- Master's Degree in an Educational and or a Pupil Personal Services Credential.
- 5 years or more in Student Academic Advising or Counseling.
- Experience in Case Management.
- Bilingual (English and Spanish) Desirable.
- Positive Interpersonal skills, professional and personal integrity and a commitment to openness and honesty.

Coordinator of School Culture and Climate (BCCH)

Under the direct supervision of the Executive Administrator, the Coordinator of School Culture and Climate will oversee all disciplinary issues and ensure that all students are provided the necessary support on a safe and secure campus.

Essential duties and responsibilities:

- Issues and enforces school behavioral expectations.
- Issue suspensions and suspension letters.
- Provide academic and behavior counsel and support to students.
- Counsel students and parents about school and Charter School' policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Manage discipline policies in the Student Handbook and log.
- Investigate, document, and resolve student complaints and disagreements.

- Make referrals to community resources as needed.

Manage positive behavior reinforcement program.

- Develop programs to promote positive student behavior as well as intervention strategies.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Track, analyze, and report on suspensions and behavior issues.
- Develop appropriate drug and alcohol intervention strategies (assemblies, drills, trainings, etc.)

Coordinate and document emergency preparedness activities and trainings.

- Oversee the supervision of the Charter School and the supervision staff.
- Supervise and organize counseling services.
- Complete monthly suspension reports.
- Detentions (Saturday and After School).
- Oversee the scheduling and maintaining of state testing requirements.
- Monitoring student attendance and reporting excess absences to students, parents, and state.
- Manage supervision of staff before-and during-after school.
- Manage and provide supervision for student and parent activities.
- Manage onsite counselors
- Manage discipline policies and log.
- Other duties as assigned.

Requires knowledge of:

- State testing procedures
- Disciplinary management strategies used within a secondary school.
- All California education code
 - Procedures, methods, techniques, and strategies pertaining to the administration and operation of a secondary school.
 - Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.
 - Methods, procedures, and strategies of the supervision of instruction and a variety of student body related activities and programs.
 - Knowledge of YPI Charter Schools, Inc. policies and procedures, Bert Corona Charter High School' Board Rules, goals, and objectives, organizational structure and function, and negotiated contracts.
 - Professional growth appropriate for educational administration at the middle school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.

Requires ability to:

- Provide fair disciplinary procedures to all students according to the education code as specified in Element 10 of this Charter School's petition.
- Maintain a safe and secure campus.
- Research and schedule school safety drills, trainings, and assemblies.
- Provide direction to others and make independent decisions.
- Keep and maintain accurate records.
- Meet deadlines.
- Communicate with individuals of varied cultural and educational backgrounds.
- Communicate in oral and written form.
- Promote and provide opportunities for recognition, development, and leadership among students and colleagues.
- Work cooperatively with students, parents, Charter School and administrative personnel, and representatives of community organizations or agencies.

Qualifications:

- Bachelor of Arts in Education and/or related field
- Master's Degree/Graduate degree preferred
- Previous administration experience preferred
 - Four years successful teaching or prior job related experience with increasing levels of responsibilities in Charter School setting.
 - Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills
- Bilingual (English/Spanish) highly desirable

Teachers (BCCH)

At Bert Corona Charter High the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Responsibilities include:

Instructional Practices

- Plans and implements a program of instruction that adheres to the Bert Corona Charter High's philosophy, goals and objectives as outlined in the Charter School Petition., and by the Director of Instruction, and the executive director.
- Ensures the implementation of Linked Learning classes which focus on interdisciplinary, project-based learning culminating in —capstone exhibitions, California Common Core State Standards in English Language Arts, English Language Development, Math, NEXT Generation, and Appendices in History, Social Studies, & Science curriculum.

Integrates technology and service-learning into instruction.

- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.

- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students- cumulative record, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by Bert Corona Charter High School's curricular programs, and subject areas.
- Prepares substitute folder containing appropriate information as required by the Administrator.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.

Other duties as assigned by the Executive Administrator or the Executive Director.

Curriculum Development

- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Classroom/School-Wide Management

Leads a student advisory group.

- Develops, in accordance with Bert Corona Charter High's guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the Charter School.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations

Upholds and enforces Bert Corona Charter High's, and YPI Charter Schools Inc. Board policies, administrative procedures, and Charter School rules and regulations. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

Participates and accepts the responsibilities of a team member.

- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision-making process by supporting additional school functions.

Professional Growth

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

Student Evaluation

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Administrator.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Qualifications

- Bachelor of Science or Bachelor of Arts from an Accredited University
- California Teaching Credential per California Teacher Credentialing, such as CLAD or BCLAD when necessary or core content courses.

Classified Staff

Classified and other personnel employed to work at the Charter School will be selected by the Assistant Executive Administrator. An application and interview basis in consultation with other classified staff and teachers. Selection will be based on their ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on

an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.

Program Coordinator (BCCH)

The Program Coordinator is responsible for coordinating the day-to-day business operations of the BCCH school office, and serves as an administrative aide to the school director, relieving her/him of administrative details. Reports to the Coordinator of Operations.

Manages the BCCH office, performs administrative assistance for a school administrator and is responsible for the supervision of the clerical activities of a Charter School.

Duties include:

- Plans, establishes, and supervises the implementation of clerical procedures in the BCCH office to insure timely preparation and submission of reports, records, studies, letters, and other materials.
- Supervises clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment.
- Performs secretarial duties for an Executive Administrator by arranging appointments, maintaining an appointment calendar, receiving visitors, screening telephone calls and mail, and composing communications from general instructions or rough notes.
- Utilizes and supervises the use of applications software to conduct Charter School business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties.
- Reviews communications, bulletins, reports, and other items and obtains information from a variety of sources as requested by the administrator in order to advise on necessary actions and to provide information to Charter School personnel, parents, students, and others.
- Orients new and substitute teachers, parent groups, volunteers, and aides in Charter School and office administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys.
- Organizes and maintains files, records and guides.
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.
- Provides orientation and training for clerical personnel, including those assigned to offices supervised by certificated staff.
- May oversee students waiting in the main office of the Charter School.
- May provide guidance to volunteers and others working in the Charter School office.
- May provide minor first aid, arrange for the care of ill or injured students, and, if authorized by parent, dispense prescribed oral medication.

Qualifications

- Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office management, software applications, and supervision.
- Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a Charter School office. Experience providing work direction to clerical staff and/or preparing payroll is preferable. Completion of a course of at least 30 hours in supervision at an adult school or recognized college or university
- A first-aid certificate issued by the Red Cross is preferable.
- Ability to speak Spanish may be required for some positions.

Office Personnel

Office Personnel will be selected by the Assistant Executive Administrator on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones/.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily Charter School operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Qualifications

- High School Diploma or equivalent
- Knowledge of English Composition, basic arithmetic, operation of various office equipment, proficient in Microsoft Word, Web-browsing techniques
- Appropriate technique use in providing information in person and on the telephone.
- Write legibly and understand and apply pertinent laws, rules and procedures
- Organize files and keep accurate records.
- Work effectively with students and the public
- Use of a computer to input, edit, extract, and format data information.

Evaluations

Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Coordinator of Operation will be evaluated by the Assistant Executive Administrator on:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful Charter School academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a Charter School atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Executive Administrator on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies classroom management.
- Performance of job duties.
- Knowledge of curriculum.

YPI Charter Schools are an EQUAL OPPORTUNITY EMPLOYER.

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

The Director of Programs (Learning Support Center) and the Director of Human Resources (Learning Support Center) will serve as the Custodian of Records Bert Corona Charter High School.

STUDENT HEALTH AND WELLNESS

Bert Corona Charter High is committed to providing a school environment that promotes and protects students' health, well - being, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at physical activity during P.E. and in the After-School Program. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. Bert Corona Charter High will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During the school day and in Physical Education. class, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and counseling services are provided for all students in need of additional social and emotional health support.

Bert Corona Charter High is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Our Trustees reviews our policy each year to ensure we maintain our commitment to wellness.

In accordance with AB 1747, effective January 1, 2019, Bert Corona Charter High assures that the Charter School participates in the comprehensive school safety plan established by the LAUSD host school through Prop 39, which includes input from classified employees of the charter school, the fire department and other first responder entities and that the school safety plan includes procedures for conducting tactical

responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

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.

Bert Corona Charter High Court-Ordered Integration Plan

Bert Corona Charter High will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Bert Corona Charter High will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the Pacoima area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

Bert Corona Charter High will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the

district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in **Element 8**. As presented above it is the objective of Bert Corona Charter High to notify parents and students in the community through the following methods:

Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time). Letters sent to existing families. The letter will include enrollment period and lottery information (location, date, time).

Community outreach efforts including communication with local council members' field offices (Current District 5 Representative), local public libraries, park and recreation centers, community based organizations, and churches and synagogues. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

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

Bert Corona Charter High shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). Bert Corona Charter High is located in Pacoima, California, neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

Student Recruitment

Dates and locations for Recruitment Efforts

The plan includes:

An enrollment process that includes a timeline that allows for a broad-based recruiting process. Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and other non-profits represented in LAUSD.

Table 8.1: Dates and locations for Recruitment Efforts

Meeting	Location	Date
Meeting with Parents and community	Bert Corona Charter High	On-going October through April (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Reach out to private schools	Review posted available dates and provide flyers, information and presence.

Meeting	Location	Date
Community Organization	Neighboring organization: Various locations including Villa Mariposa Housing Central City Neighborhood Partners 501 S. Bixel Ave., LA, CA 90012 SALEF 1625 W. Olympic Blvd., Suite 718, LA, CA 90015 Angelica Lutheran Church 1345 S. Burlington Ave., LA, CA Local Libraries Central American Resource Center- CARECEN Community based organizations including faith-based organizations Local Business, which include, restaurants, sports shops, etc.	Review posted available dates and provide flyers, information and presence.
Residents within the 91331 zip code	Mailings, door-to-door contacts (canvassing) students and parents recruitment, Bert Corona Charter High staff, teachers, students, parents, YPI Charter Schools, Inc. board members and others will actively recruitment.	Review posted available dates and provide flyers, information and presence.

Public Random Drawing

Should the number of pupils that wish to attend Bert Corona Charter High exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). If a lottery is to be held it shall follow the guidelines as set forth in the district Charter School Policy and Guidelines. Preference will be given to pupils that reside within the LAUSD attendance area and students currently attending the school and their siblings. The school will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will

choose a date and time for the lottery (preferably on the weekend or after 5:30 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. Bert Corona Charter High will maintain auditable records of the above activities.

Lottery Preferences and Procedures

BCCH shall admit all students who wish to attend.

1. Preference shall be extended first to students residing within LAUSD.
2. Preference shall be then extended to students currently attending YPICS.
3. Preference shall then be extended to siblings of students currently attending BCCH.

YPICS has a 5-12 model, as such we extend preferences to students who attend a YPICS middle school in order to allow them to continue the strand. We extend a preference to siblings that would be attending the same campus to help our families. The same is true for some of the BCCH employees who are also parents and live in the community.

If a drawing is necessary, the following procedures will be followed:

- BCCH will designate a deadline so that all interested parties may submit a lottery form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the Bert Corona Charter High's Main Office
- All forms must be received in the BCCH Main Office by 4:30 p.m. on the second Friday in January of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held at BCCH on a chosen date and time for the lottery. Preferably on the weekend or after 5:30 pm on a week day so that most interested parties will be able to attend:
 - A neutral member of the community will draw names until all names have been called.
 - Names will be listed on a spreadsheet, which will be projected on a screen at the front of the auditorium/cafeteria for all participants to view, and those who will be enrolled will be clearly identified on the publicly viewed spreadsheet.
 - When all open spaces have been filled, it will be announced that all names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
 - This process will continue until all forms have been drawn and all names are listed on the publicly viewed spreadsheet.

- Following the drawing, the Bert Corona Charter High's 'Main Office staff will call the parents of all students to be enrolled and those on the waiting list.
- Parents of students on the waiting list will be informed by phone and letter as to the student's place on this list.
- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment to the Executive Administrator or the Assistant Executive Administrator
- Lottery procedures and timelines will be posted yearly in BCCH main office beginning on October 1st.
- The office manager of the Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the spreadsheet completed during the lottery drawing documenting the order of names selected.

LOTTERY TIMELINE

The school will accept lottery forms for its open enrollment October 1st and ending the second Friday of January each year and lottery date will be the third week of January.

Bert Corona Charter High will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. The application process after the student has been admitted is comprised of the following:

- Parents are encouraged to attendance at a school orientation meeting
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
 - Proof of minimum age requirements, e.g. birth certificate, Baptismal Records, medical records, previous school records and other options.

BCCH is considering using SchoolMint during this charter term. SchoolMint is an application that automates and streamlines the lottery interest forms and waitlist for both YPICS and Bert Corona Charter High. It will allow parents to apply our middle and high school campuses in one process. School staff will be able to manage all lottery forms and view analytics online. Lotteries will be run by a secure computer algorithm, it will run rules and priorities as set forth in the charter petition and will insure they are followed each time. This will assure families of an equitable, tamper-proof process. BCCH staff will enter the data manually for any paper enrollment interest forms received. In addition, SchoolMint will automate waitlist and track open seats in real time.

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

Each fiscal year an independent audit will be conducted of the financial affairs of Bert Corona Charter High to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Annual Audit Procedures

Financial Audits

The books and records of Bert Corona Charter High will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

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

The YPI Charter Schools' Executive Director, the Charter School's Executive Administrator, and the Assistant Executive Administrator is responsible for working with the independent auditor to complete the audit. Bert Corona Charter High School's annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Bert Corona Charter High School's Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to YPI Charter Schools, Inc. Board of Trustees with recommendations on how to resolve them. The YPI Charter Schools, Inc. Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

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

- Audit exceptions will be addressed to the satisfaction of LAUSD.
- YPI Charter Schools Inc. has a financial procedures policy/manual that outlines the fiscal policies and procedures of YPI Charter Schools Inc. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will have approval by the YPI Charter School Board.
- The Youth Policy Institute, the sole member corporation of the YPI Charter Schools Inc. will provide an annual audit to 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.

In accordance with E.C. 47605(J)

- J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
 - (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

School-Wide Positive Behavior Intervention and Support and Alternatives to Suspensions

Bert Corona Charter High is committed to providing a rigorous educational program, which prepares students to be college ready, active citizens, and lifelong learners. Our school culture focuses on creating a safe and respectful environment for all of our community members (stakeholders) and support our faculty, staff, students and families to be responsible participants in our school community. Our school climate will be welcoming and supportive of continuous personal growth and academic achievement. In this effort, Bert Corona Charter High utilizes a school-wide positive behavior intervention and support framework to support positive behavior interventions so students can succeed both socially and academically.

School Wide Positive Behavior Intervention Support (SWPBIS) is led by the school site administration with the support of the School Culture and Climate Committee (SC&CC) that consists of a team of stakeholders from the school community. As the student voice on campus, the student leadership group will also advise the Charter School administration and School Culture and Climate Committee on the development and implementation of SWPBIS efforts. SC & CC will use referral, suspension, expulsion, attendance, and survey data to make recommendations to administration and student leadership on how to improve the SWPBIS Implementation.

SWPBIS is a three-tiered approach. Tier one will focus on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not be limited to the following efforts: praise of positive behavior, a token

economy, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic supports and assemblies, an enrichment program outside of school hours, and workshops for students and parents.

Tier Two and Tier Three will provide more intensive and targeted services for students and families that need greater support from the school community. Services will include Student Success and Progress Team (SSPT) meetings, Family Support Team, counseling services on site and in the community, individualized incentive plans, behavior contracts, social skills training, and referrals to community-based programs, parent conferences, and student and parent workshops.

Student Success and Progress Team uses a Multi-Tiered System of Support (MTSS) framework. It consolidates the Coordination of Services Team (COST), Student Success and/or Student Study Team (SST) and the Language Appraisal Team (LAT). The SSPT uses a collaborative model to identify interventions for improved student performance. This policy also recognizes the alignment of MTSS with Culturally and Linguistically Responsive Pedagogical (CLRP) instruction and behavioral practices. These procedures combine the existing functions of the afore-mentioned teams into a single process through the SSPT.

SWPBIS will build upon a school wide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the Charter School.

SWPBIS three-tiered approach will be the foundation that will be used to reduce suspensions and expulsions. Other alternatives to suspension will include:

- In-school suspension
- Parent supervision
- Make-up time (before or after school)
- Loss of privileges during lunch, recess, social time, etc.
- Mentoring (with a teacher, counselor, or other staff member before or after school)

When other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct the following actions will be considered:

- In-school suspension
- Out of school suspension
- Expulsion

Suspension and Expulsion Policy

The BCCH Pupil Suspension and Expulsion Policy was established in order to promote learning and protect the safety and wellbeing of all students. When the BCCH Pupil Suspension and Expulsion Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as BCCH policy and procedures for student suspension and expulsion and it may be amended from time to

time without the need to amend the charter so long as the amendments are within the legal requirements.

BCCH staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of BCCH Student Handbook and will clearly describe discipline expectations.

For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons.

BCCH shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Administrative Procedures are available on request at BCCH Executive Director or Executive Administrator.

Suspension Procedures

General

The Executive Administrator or the Assistant Executive Administrator has the authority to suspend and the Executive Administrator has the authority to recommend expulsion subject to the due process rights of student and parents-guardian. The maximum consecutive number of school days for a suspension of a single incident is five (5), the maximum number of days for suspension during the school year is 20 days unless it is necessary to extend a suspension pending resolution of an expulsion hearing for appeal and unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of days may be increased by 10 days or a total of 30 suspensions in that school year. The maximum number of suspension days for a student with disabilities in a school year is 10.

At all steps during the suspension and expulsion necessary transition or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference are able to do so.

Any student who engages in more than one violation of the Charter School's behavioral expectations will be required to attend a meeting with school site administration and the student's parents. The Charter School will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Suspension and Expulsion will only be considered after all other alternatives have been exhausted or the students, faculty staff, or property are in jeopardy.

In-School Suspension

Using their discretion, the Executive Administrator, Assistant Executive Administrator, or Coordinator of School Culture and Climate may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff. In-school suspensions will be served in the office of the Coordinator of School Culture and Climate. The Coordinator of School Culture and Climate will supervise the students. During the suspension, the Coordinator of School Culture and Climate will work with teachers to ensure that the student has access to their classwork and the required instructional support to complete it. The student will receive access to support that they already receive including but not limited to Special Education Services and mental health counseling. Additionally, the student will receive support from the Coordinator of School Culture and Climate in processing the reason for the disciplinary consequence and coaching to help prevent the same behavior from occurring again. As the Coordinator of School Culture and Climate develops interventions for the student, those will be shared with teachers and staff who work directly with the student on a daily basis. A student may be suspended in-school for a maximum of five school days and a maximum of 20 instructional days per academic year. Students will not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition.

BCCH does intend to include in-school suspension as a potential option for the offenses listed below in the Matrix for Suspension/Expulsion Recommendations. In order to maintain safety for students, visitors, and staff, the Executive Administrator will assess the situation and consider evaluations made by the school's mental health counselor, school police, psychological evaluation team, and LAPD (as applicable) to determine the credibility of threats and a student's need for services prior to determining if a suspension should be served in or out of school. A student who is suspended for any of the listed offenses would work in the Coordinator of School Culture and Climate's office, away from others. The student would be escorted when traveling on campus and the student's schedule would be re-organized if necessary to prevent contact with victims or those affected by the student's behavior. An in-school suspension option for these behaviors is in the best interest of students in that it allows the school to both respond to the concern and provide services to the student, which will hopefully help to prevent the re-occurrence of the behavior, which is in the best interest of students.

Grounds for Suspension and Expulsion

Practices and considerations for student suspension and expulsion can be found in the section below; ultimately, the school site Executive Administrator or Assistant Executive Administrator has discretion over student discipline procedures including student suspension and recommendations for expulsion. Students who present a real or alleged threat to health and safety of others including but not limited to verbally or physically aggressive behavior may be immediately suspended and later recommended for expulsion by the Executive Administrator or Assistant Executive Administrator. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.

- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

The Executive Administrator or Assistant Executive Administrator may implement alternative consequences to suspension as appropriate. If a parent/guardian would like to appeal a student's suspension, the suspension appeal form is available in the main office. A conference with the Executive Administrator and/or Assistant Executive Administrator will be held to determine whether or not the suspension will be upheld and kept on the student's records.

"A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the Superintendent of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to" Education Code Sections 48900 et seq. A BCCH will use the charter below for discretionary and clearly defined suspension or expulsion recommendations:

Must Suspend. Mandatory Recommendation to Expel Offenses with No Executive Administrator Discretion.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Executive Administrator Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Executive Administrator Discretion.
<p>Act must be committed at school or school activity. 1. Firearm</p> <p>a. Possessing firearm when a BCCS employee verified firearm possession and when student did not have prior written permission from a certificated employee, which is concurred with by the Executive Administrator or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>c. Brandishing a knife at another person.</p>	<p>Act must be committed at school or school activity. EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).</p> <p>2. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <p>a. Caused, attempted to cause, or threatened to cause physical injury†</p> <p>b. Willfully used force or violence upon the person of another, except in self-defense</p> <p>c. Possessed dangerous objects</p> <p>d. Possessed drugs or alcohol (policy determines which offense)</p>

<p>d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</p> <p>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>f. Possession of an explosive with the power of an M-80 or greater.</p>	<p>reasonable use to the pupil. EC Section 48915 (a)(1)(B).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. EC Section 48915 (a)(1)(D).</p> <p>5. Assault or battery, or threat of, on a school employee.</p>	<p>e. Sold look alike substance presenting drugs or alcohol</p> <p>f. Caused damage to property‡</p> <p>g. Committed theft</p> <p>h. Possessed or used tobacco (policy determines which offense)</p> <p>i. Committed obscenity/profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia</p> <p>k. Received stolen property</p> <p>l. Possessed imitation firearm</p> <p>m. Committed sexual harassment</p> <p>n. Harassed, threatened or intimidated a student witness</p> <p>o. Sold prescription drug Soma</p> <p>p. Committed hazing</p>
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Must Suspend. Mandatory Recommendation to Expel Offenses with No Executive Administrator Discretion.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Executive Administrator Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Executive Administrator Discretion.
	<p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<p>r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>s. Participating in the act of hate Violence and Terroristic Threats</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or</p>

		<p>threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>
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Out-of-School Suspension Procedures

Informal Conference

The BCCH Executive Administrator, Assistant Executive Administrator, or the Coordinator of School Culture and Climate has the authority to suspend students. Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent or guardian. The conference may be omitted if the Executive Administrator or the Assistant Executive Administrator determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians

At the time of suspension, the Executive Administrator, Assistant Executive Administrator or Coordinator of School Culture and Climate shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense/s committed by the student. In addition, the notice will state the date and time the student may return to school. If the Executive Administrator, Assistant Executive Administrator, or YPICS Executive Director wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of school rules can result in expulsion from the Charter School.

Suspension in an Emergency Situation

An "emergency situation" involves a danger to the lives, safety or health of students or school personnel. When the Executive Administrator or the Designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

1. In the case of an emergency suspension without a conference both the parent/guardian and the student will be notified by Executive Administrator, Assistant Executive Administrator or Coordinator of School Culture and Climate of the student's right to return to school, no later than the next school day, for

purposes of a conference with the Executive Administrator or the designee. The notice shall include the anticipated length and conditions of the emergency suspension, the specified reasons for it, and an invitation to attend the conference with or without counsel or other advisors. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record,

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Executive Administrator or designee will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other Charter Sc

Appeal of Suspension

The Bert Corona Charter High has a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents/guardians.

Parents/guardians may first appeal the suspension by meeting with the Executive Administrator or Assistant Executive Administrator within 24 hours of the suspension. The appeal will be made to the Executive Administrator different from the administrator who suspended the student. The Executive Administrator will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an Executive Administrator will review the document and make a determination within 24-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the Executive Administrator the suspension can be removed from the student's record and the student can return to the classroom.

If the Executive Administrator denies the appeal and enforces the suspension, the parent can appeal to the Executive Director by meeting with him or her within 24 hours of the denial. The Executive Director will hear the appeal. The appeal can also be also delivered in writing, in which case the Executive Director will review the document and make a determination within 24 hours of receipt between the times of 7:45 am to 4:30 pm. In reviewing the appeal, the Executive Director may remove the suspension from the student's records.

Length of Suspension

The length of suspension for students may not exceed a period of 5 consecutive school days unless the Executive Administrator or Assistant Executive Administrator has made a recommendation for expulsion and the outcome is pending. The student may be placed in an interim setting until the outcome of the expulsion hearing. A student shall not be suspended for more than 20 school days; a student in special education shall not be suspended for more than 10 school days within an academic year.

In the event that a student's suspension is extended beyond 5 days pending an expulsion hearing, the Executive Administrator or Assistant Executive Administrator will provide the student with an interim placement including independent study. The purpose of the placement is to ensure meaningful access to relevant curriculum and instructional support thereby allowing a pathway to credit completion. Students facing expulsion for the following offenses will be immediately referred to LACOE for interim placement pending the outcome of the expulsion hearing:

1. Unlawful gun possession. This applies to all types of guns including but not limited to firearms, air guns, stun guns, replica guns, and any device that discharges a metallic object by gunpowder.
2. For students 16 years of age or older, assault of another person with a weapon in a manner likely to cause serious bodily injury.
3. For students 16 years of age or older, battery of another person causing serious bodily injury.

Activities During Suspension

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

Suspension Pending Expulsion Hearing

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

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

The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (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 thirty (30) days in any school year. Bert Corona Charter High 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.

Expulsion Procedures

General

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- a) Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
- b) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the student and/or others:
- c) Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:
 - 1. Causing serious physical injury to another person except in self defense
 - 2. Possession of any dangerous object (such as a firearm, knife, or explosive)
 - 3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c))

Pre-Expulsion Conference

A decision to recommend expulsion may not be made until after the Executive Administrator, Assistant Executive Administrator, or the Coordinator of School Culture and Climate has concluded the pre-expulsion conference with the parent/guardian. If at all possible, the student should also be present. At the conclusion of the conference, if the Executive Administrator or Assistant Executive Administrator determines to not recommend expulsion, appropriate alternative intervention should be implemented.

The pre-expulsion conference will be conducted in accordance with the following procedures: The Executive Administrator or Assistant Executive Administrator shall make every effort to contact the family, including by phone and by mail, to schedule the pre-expulsion conference. The Executive Administrator or Assistant Executive Administrator shall conduct the conference and arrange for a second school official to be present as a witness. At the conclusion of the conference, the Executive Administrator or Assistant Executive Administrator shall:

- a. Inform the student and the parent of each applicable charge.
- b. Provide the student and the parent with the opportunity to discuss the allegation.

- c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student the opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
- d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent.
- e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
- f. Explain the expulsion procedure and the process of an interim placement should the Executive Administrator or Assistant Executive Administrator recommend expulsion.

If the student and parent do not attend the pre-expulsion conference, the Executive Administrator or Assistant Executive Administrator will:

- a. Exercise all due diligence to reschedule the conference within a reasonable period of time and document the details of each attempt.
- b. At the Executive Administrator or Assistant Executive Administrator's discretion, the suspension and pre-expulsion conferences may be combined and held as one.
- c. For students with an IEP or a 504 Plan, the manifestation determination IEP or 504 Plan review meeting must be held prior to the pre-expulsion conference.

School-Site Expulsion Procedures

Only the Executive Administrator, Assistant Executive Administrator, or the Coordinator of School Culture and Climate are authorized to recommend a student's expulsion. The following are steps the school Executive Administrator or Assistant Executive Administrator should take whenever a student is accused of an act for which expulsion may or must be recommended.

Incident Investigation

When an alleged incident occurs, the Executive Administrator, Assistant Executive Administrator, or Coordinator of School Culture and Climate will investigate the matter prior to issuing a suspension, except when the Executive Administrator has determined that an "emergency situation" exists, defined in E.C. Section 48911[c] a "...clear and present danger to the lives, safety, or health of pupils or school personnel." The school Executive Administrator or Assistant Executive Administrator will be responsible for each of the following responsibilities:

- 1. Collect relevant information surrounding the incident;
- 2. Identify and interview witness(es) and the accused student;
- 3. Secure verbal and written statements from the accused student victim(s) and witness(es) who observed the incident and may corroborate any piece of information obtained;
- 4. Review the appropriate pupil records, such as cumulative record, and, when applicable, Individual Education Plan (IEP);
- 5. Contact law enforcement, as applicable;
- 6. Maintain contact with law enforcement and proceed with the discipline process as appropriate.

The Executive Administrator, Assistant Executive Administrator, or Coordinator of School Culture and Climate will commence and conclude an investigation for reported incidents

as quickly as possible. The Executive Administrator, Assistant Executive Administrator, or Coordinator of School Culture and Climate will ensure a fair and thorough process while collecting evidence and investigating reported concerns.

Student Suspension Prior to Expulsion

Every effort will be made to hold an informal conference prior to suspension with the student and their parent/guardian. At this conference, the Executive Administrator or Assistant Executive Administrator will:

1. Discuss with the student and parent/guardian the details surrounding the charge(s).
2. Provide the student and parent/guardian the opportunity to respond to the charge(s) and to present a defense.
3. Inform the student and parent/guardian of the grounds upon which a suspension is based, if a suspension is warranted.
4. Encourage the student to write a statement concerning the alleged misconduct and to sign and date it.

The conference may be postponed if the Executive Administrator, Assistant Executive Administrator, or Coordinator of School Culture and Climate determines that an emergency situation exists. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible. The student shall be provided with assignments for all courses for which they are enrolled during the term of the student suspension. The student's parent/guardian may pick-up assignments for the student daily in the BCCH main office.

Expulsion Hearing

Students recommended for expulsion by the Executive Director or the Executive Administrator are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 20 days of the initial suspension. The hearing will be presided over by a Discipline Committee (DC), consisting of at least four members, which will consist of an a YPICS Administrator, one teacher (that the student does not currently have), one counselor (that the student does not work directly with, if possible), and a Director (i.e. Director of Special Education, Community of Charter administrators within the LAUSD boundaries, and/ or other YPICS Directors). This team is designed to be as impartial as possible, with considerations taken to minimize the chances that each staff member on the DC is familiar with the student. The DC hearing will occur in a closed session, unless the parent requests an open hearing in writing up to five (5) days before the hearing. After hearing all the evidence, the DC will make a decision whether or not to expel the student.

Written notice of the DC hearing will be forwarded to the student and the student's parent/guardian by the Executive Administrator or the Assistant Executive Administrator at least 10 calendar days before the date of the hearing. This notice will include:

A decision, communicated via written notice, along with a record of expulsion, will be made within 10 school days after the conclusion of the expulsion hearing (unless the student requests in writing that the decision be postponed).

This Pre - Hearing Notice will include:

- a. The date and place of the hearing;
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- c. A copy of BCCH's disciplinary rules that relate to the alleged violation;
- d. The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- e. Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- f. Student and parent rights related to expulsion hearings including the right to counsel or the presence of an advocate, and/or language support.
- g. The right to inspect and obtain copies of all documents to be used at the hearing to confront and question all witnesses that testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.
- h. Special rules and procedures for incidents involving sexual assault and/or battery, presentation and cross examination of witnesses and other evidence
- i. Reasonable accommodations

The Hearing Process:

- A. Presentation of the case: The school Executive Administrator or Assistant Executive Administrator will provide factual evidence upon which the expulsion recommendation is based. The student or parent/representative will also have the right to present on the case and provide relevant context.
- B. Evidence: The Executive Administrator or Assistant Executive Administrator will provide credible evidence to support the recommendations for expulsion. The student or parent/representative will have the right to provide credible evidence to support the case. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Committee to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
- C. Witnesses: The Executive Administrator or Assistant Executive Administrator will present any witnesses who will testify on behalf of the Charter School. If the witness is a student, the Executive Administrator will obtain parental consent. The student or parent/representative will have the right to call upon any witnesses to testify on his/her behalf including Parent Advocate or Legal Counsel.
- D. 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.

Post Hearing

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DC decides whether there is substantial evidence to support the assertion that the student committed an infraction warranting expulsion. The DC will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DC delivers its decision, as well as findings of fact and conclusions to the Executive Administrator, the Executive Administrator or Designee will attempt 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, Bert Corona Charter High sends the parents/guardians written notice of the decision, including the findings and conclusions within 72 hours of the decision.

This notice will include the following:

- a. The specific offense(s) committed by the student for any of the acts listed under "Grounds for Suspension and Expulsion."
- b. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with BCCH;
- c. The reinstatement eligibility review date;
- d. Copy of the rehabilitation plan;
- e. The type of educational placement options during the period of expulsion;
- f. Appeal procedures.

A record of the hearing will be created and maintained by any means including electronic recording, as long as a reasonably accurate and complete written transcription of the hearing can be made. A Fact and Findings document will be prepared in order to summarize the evidence presented at the hearing to substantiate the expulsion decision by the BCCH Discipline Committee. This document shall serve as a summary of the conclusions regarding the underlying facts of the case under consideration by the BCCH Discipline Committee. The Fact and Findings documents will be included with the expulsion order and any other recommendations that the Discipline Committee deems appropriate. If a student is expelled, YPICS will assist the parent/guardians in finding a new and appropriate placement for an expelled student by providing them information about alternative placement options such as, Community Day Schools, Opportunity Schools, and other charter schools and placement suggested by the district.

Appeal of Expulsion

Expulsion Appeals shall be brought to Bert Corona Charter High Board of Trustees.

In the event of a decision to expel a student from BCCH the parent can appeal to the Bert Corona Charter High Board of Trustees. A written request for an appeal should be sent to the Executive Director within 7 school days of the DC's decision to expel. The written request must specify the grounds for the appeal. The Board of Trustees will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the Board of Trustees is final. The Charter School will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates in accordance with applicable law.

If a student is under an expulsion order from another school district (LEA), all information including the student's rehabilitation plan, must be provided to the YPICS Charter School Board of Trustees for review. The Board of Trustees will determine if enrollment will be granted upon review of expulsion on a case-by-case basis.

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates via phone or submission of the expulsion order via certified mail.

Element 11 – Employee Retirement Systems

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

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

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

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

Certificated Staff Members

All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and Bert Corona Charter High will contribute the employer’s portion required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. Bert Corona Charter High will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Bert Corona Charter High School’s Board of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Classified Staff Members

All full-time classified employees will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (*i.e.*, a full-time employee accrues one and one quarter vacation day per month). Life, health, dental, vision, and related benefits will also be provided to all full-time

employees at the cost of the school. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Part-Time Staff Members

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Bert Corona Charter High. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

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, Bert Corona Charter High does not have restricted enrollment based on residence, income, and other protected classes under Federal law. Parents and students will be informed of their public-school attendance alternatives during the enrollment process through such publications as the District’s School Choices brochure.

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.

Job applicants for positions at Bert Corona Charter High will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter school. Bert Corona Charter High will consider entering into a collective bargaining agreement with its employees if the employees and YPI Charter Schools, Inc. Board of Trustees jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District's salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

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

Yvette King-Berg
Executive Director
12513 Gain Street
Pacoima, CA 91330

- 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

Executive Administrator
Bert Corona Charter High
12513 Gain Street
Pacoima, CA 91331

Executive Director
10660 White Oak Avenue
Granada Hills, CA 91344

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

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

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the

City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds*

and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain

substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

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

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Bert Corona Charter High (also referred to herein as “BCCH” 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.¹⁶

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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.

¹⁶ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall 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

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

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

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall

be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

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

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to

observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties

may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for

Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, 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).)