
USC College Prep, Blue Campus



USC College Prep, Blue Campus

Charter Petition Submitted to the
Board of Education
of the Los Angeles Unified School District

July 1, 2017 to June 30, 2022

Date of Submission: February 19, 2016

USC College Prep, Blue Campus

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USC College Prep, Blue Campus

Assurances and Affirmations

USC College Prep, Blue Campus (also referred to herein as “USC College Prep,” “USCBC” 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).)
- 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 students 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).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations 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.

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Preference for this Petition

Ednovate, on behalf of USC College Prep, Blue Campus, submits this petition to the Board of Education of the Los Angeles Unified School District as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2017 to June 30, 2022. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, USC College Prep, Blue Campus will offer a comprehensive learning experience that is designed to serve the needs of such students.

Accordingly, this charter petition is entitled to preference in the review and approval process.

USC College Prep, Blue Campus

INTRODUCTION

USC College Prep, Blue Campus Overview

USC College Prep, Blue Campus (USCBC) is an independent, site-based charter school using an innovative educational model to serve high needs students in grades 9-12. USCBC is the fourth charter school of its parent nonprofit public benefit corporation, Ednovate, Inc. (Ednovate). Ednovate was established to facilitate the development of USC Hybrid High School, which opened in 2012, as well as future schools modeled after it. USCBC is committed to serving students in the Pico-Union/Westlake neighborhoods who are educationally underserved.

Nationwide, just 9% of students coming from households with a family income below \$34,160 graduate from college by age 24, compared to 77% of students coming from families with a household income above \$108,650 (Mortenson, 2007). The Pico-Union/Westlake neighborhoods are no exception to this pattern; in Pico-Union, only 6.7% of residents 25 years of age and over have a four-year college degree, and in neighboring Westlake, about 30% of residents 25 years of age and over have less than a high school degree.¹ USC College Prep, Blue Campus aims to put an end to this pattern by creating a high school model that effects a Positive Multigenerational Change for the families it serves and the surrounding community. At USCBC, all students will graduate prepared to enter and graduate from a four-year college or university. Students will develop not only the academic skills they need to be accepted to college but also the mindsets and behaviors needed to graduate from college, as well as a deep sense of purpose for doing so.

USCBC students will benefit from the school's rigorous, highly personalized curriculum. The core academic curriculum is delivered through a combination of online coursework that students complete on-site with support from their teachers as well as group projects, discussions, and performance tasks. This blended learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with the school's projects and performance tasks. Self-paced online lessons curated by a highly qualified teaching staff will allow students to work at their own pace and develop the skills they will need to succeed in college. All students will be provided the supports they need to excel through real time interventions from their teachers.

Through a strong data-driven advisory program, students will receive one-on-one academic and behavioral guidance from the same advisor for four years of high school. Advisories will provide the locus for the monitoring of students' academic progress as well as their development in other critical areas, such as behavior and attendance. Advisory groups will help students make close connections to other students and at least one supportive adult who knows each student well. Advisory occurs twice daily, and students will frequently meet with their advisor one-on-one to ensure their progress toward annual promotion/graduation requirements.

USCBC combines these programmatic attributes that have been shown to benefit educationally underserved high school students, offering a different type of educational experience for high school students in Pico-Union/Westlake.

Ednovate's Track Record of Success

The model described above has already been implemented successfully at Los Angeles's USC Hybrid High School (USC HHS) and at the recently opened USC East College Prep (USC ECP), both authorized

¹ Mapping L.A., <http://maps.latimes.com/>

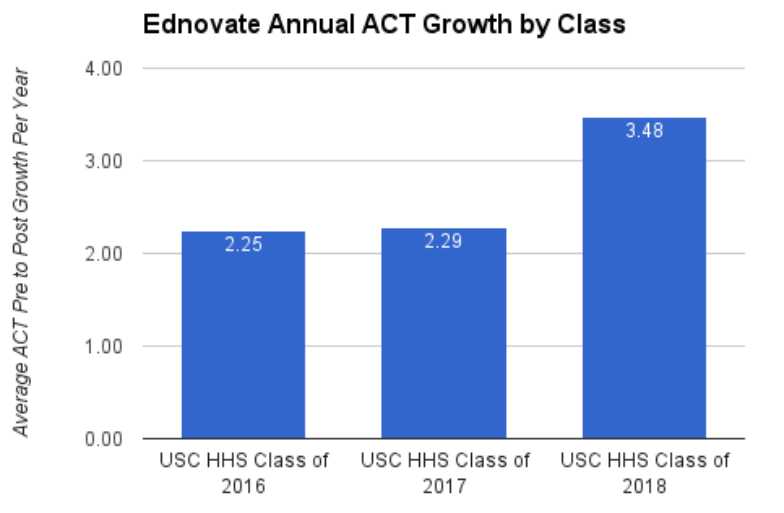
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by the Los Angeles Unified School District. Since USC HHS's founding in 2012, the school has demonstrated impressive academic results; more importantly, student achievement has increased year-over-year by all metrics. Ednovate's first replication site, USC ECP, is also off to a strong start. More information about Ednovate's results to date can be found below.

Nationally Competitive ACT Growth

USC HHS has demonstrated nationally competitive growth on the ACT assessment. The school has administered actual former ACT tests as its pre- and post-assessments for the last three years. Assessing students' progress on the ACT exam, a nationally-normed college entrance exam, allows the school to a) gauge students' progress toward college acceptance to colleges and universities with different levels of selectivity and b) monitor students' growth against the expected national average. The national average for growth is approximately 1.6 points per year from 8th to 11th grades.¹ As seen below in Figure 1, USC Hybrid High School students have shown steady progress, with each class growing more than the class ahead of them, increasing their likelihood for college acceptance each year.

Figure 1: Average Growth in ACT Scores Over Time²

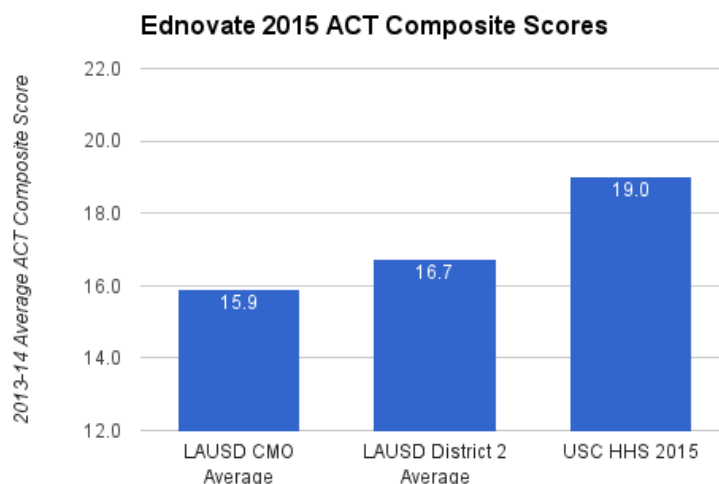


In terms of ACT composite average, the school also outperforms its peers in local LAUSD District 2 as well as a set of multi-site charter management organizations in LAUSD. This is especially impressive given that 100% of Ednovate students take the ACT.

¹ Sources for determining national average: <http://www.act.org/content/dam/act/unsecured/documents/Explore-Norms-ninth.pdf>, <http://blog.prepscholar.com/act-scores-by-state-averages-highs-and-lows>.

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Figure 2: ACT Exceeding Charter/District Peers¹



Strong Stakeholder Satisfaction

In quarterly surveys, Ednovate schools consistently receive positive feedback from families. Overall family satisfaction averages 96%, and the same percentage of families would recommend an Ednovate school to a friend or neighbor. Additionally, the schools have high levels of parent engagement, with 95% of families attending quarterly parent-teacher conferences on average.

Attendance

Attendance rates are an indicator of student satisfaction and a school's expectations for its students. Both Ednovate schools currently have strong attendance, particularly for high schools, with an average of 95% in the 2015-16 school year.

Demand

Ednovate schools have developed a reputation in the communities they serve as high-quality options for families. The number of lottery applications demonstrates a high level of demand from families, with 542 ninth grade lottery interest forms for the 260 seats available in the two schools' lotteries in the 2014-15 school year.

Excellence in Fiscal Operations

Ednovate schools have developed and implemented successful fiscal policies, systems, and procedures to ensure responsible stewardship of the public resources entrusted in their care. Since its founding, Ednovate has had clean audits with zero findings. For the last two years, the schools and network support team have operated favorably to budget, resulting in a current cash reserve of more than 10% of annual

¹ The charter management organization data set includes 10 multi-site charter management organizations in LAUSD; the District 2 data set includes all 44 high schools that administer the ACT in LAUSD's District 2. Note that these schools vary widely in the percentage of seniors who take the ACT, but 100% of Ednovate students take the ACT. Source: CDE's DataQuest

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operating expenses. The schools' ADA has increased each year, and in the network's most recent LAUSD oversight visit, Ednovate scored a 4 out of 4 for fiscal operations.

With Ednovate's strong track record of success so far, the organization anticipates the same level of academic achievement and other positive results working with the Pico-Union/Westlake community to open USC College Prep, Blue Campus. Best practices will be shared widely across all Ednovate high school campuses, and all of the Ednovate schools will benefit from collaboration with one another.

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Legislative Intent for Charter Schools

This petition will outline how USC College Prep, Blue Campus will help accomplish the goals of the California legislature for charter schools:

- a) Improve pupil learning.

Distinctive elements of the USCBC program will benefit all students but have been found particularly important to increased persistence and achievement among urban, high-need students. These elements include: a) a strong school culture; b) a rigorous college preparatory curriculum; c) individualized online learning that enables self-paced and mastery learning and that provides real-time performance data to the student and school staff; d) and a strong data-driven advisory program that empowers students to set and achieve academic and personal goals.

- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

With classes from 8:00 a.m.-4:00 p.m., USC College Prep, Blue Campus offers a longer school day than most public high schools. This allows for a full course schedule, including mathematics, English language arts, social studies, science, physical education, electives, and daily advisory. Additionally, research shows that the typical charter school student in Los Angeles gains more learning each year than his/her peers at a traditional school. The academic gains seen for charter school students total the equivalent of about 50 additional days of reading instruction and 79 additional days of math instruction and are even higher for Latino and African-American students. (CREDO, 2014)

- c) Encourage the use of different and innovative teaching methods.

USC College Prep, Blue Campus puts technology in the center of students, teachers, and curriculum to enhance and extend the effectiveness of its management, motivation, instructional, and curricular practices. Students receive instruction at their level through self-paced, individualized lessons created or curated by highly qualified teachers. Students work at their own pace through digital content and develop the academic skills and behaviors they will need to be successful in college, while highly effective teachers provide dynamic, real-time support to students as they work.

- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Given the unique learning environment planned for USC College Prep, Blue Campus, the school will offer opportunities for teachers to enhance their practice through learning and applying diverse instructional strategies, while learning to integrate technology seamlessly into instruction. Teachers will have the opportunity to innovate in their classrooms, blending traditional lessons with online, self-paced experiences for students. Teachers will be given a large degree of autonomy in their classrooms that is balanced with significant accountability for student achievement.

- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

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As described above, USC College Prep, Blue Campus will provide parents and students with a rigorous, college preparatory school option featuring a blended learning model that allows for a personalized academic experience that is currently not available to most public school students. Additionally, the school's mission of Positive Multigenerational Change sets it apart from other schools; at USCBC, students will be driven by a deep sense of purpose that motivates them to persist through high school and college, resulting in college degrees and careers that enable them to make an impact in their families, communities, nation, and world.

- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition. Internally, USC College Prep, Blue Campus emphasizes accountability and mastery in all academic courses. This approach, coupled with standardized testing, forms a holistic accountability system for measuring individual student and school-wide progress.

- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

USC College Prep, Blue Campus incorporates several innovative approaches to improving student learning. These approaches include a highly personalized instructional program that prepares students for the rigors of college, a longer instructional day, a data-driven advisory program, and the use of performance tasks. Part of the school's mission of Positive Multigenerational Change is to impact the teaching profession beyond the walls of the school, so to that end, USC College Prep, Blue Campus will make sharing of best practices a priority so all schools can benefit from the lessons learned at USCBC, especially around what is possible when students receive a highly personalized education.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the 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).)

“A description, for the charter school, of annual goals, 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 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 (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 annual update.” (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.

Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC Accreditation

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

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English Learners

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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 EL program assessment. 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 ensure that it will 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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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) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will 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 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, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

- The usual file including District ID.

- Norm day

District ID, CSIS 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 (**Including Charter Schools**)

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

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District ID, CSIS 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 (**Including Charter Schools**)

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

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is 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 in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

General Information

• The contact person for Charter School is:	Oliver Sicat
• The contact address for Charter School is:	350 S. Figueroa St. Suite #250, Los Angeles, CA 90071.
• The contact phone number for Charter School is:	(213) 454-0599
• The proposed address, or target community by Zip Code, of Charter School is:	TBD; Pico-Union/Westlake
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	Grades 9-12
• The number of students in the first year will be:	130
• The grade level(s) of the students in the first year will be:	Grade 9
• Charter School's scheduled first day of instruction in 2016-2017 is:	August 7, 2017
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency.)	500
• The type of instructional calendar (e.g. traditional/year-	year-round, single track, extended

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round, single track/multi-track, extended day/year) will be:	day
• The bell schedule for Charter School will be:	8:00-4:00 with one day per week dismissing at 1:30 to allow for staff professional development.
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

Community Need for Proposed School

Target Communities

USC College Prep, Blue Campus (USCBC) proposes to serve students in grades 9-12 who have traditionally been educationally underserved. This group includes students from low-income families, underrepresented minorities, and English learners.

USCBC will aim to serve students living in the Pico-Union/Westlake neighborhoods where a large percentage of the student population will match one or more of the above criteria. There is significant data that demonstrates that there is both strong need and strong demand for another high quality high school in these communities.

Of the total population of Pico-Union/Westlake, about 77% of residents are Latino, 14% are Asian, and 4% are African-American. The population of foreign-born residents is significant, with more than 65% of residents born in another country. Mexico and El Salvador are the most common foreign places of birth, and Mexican, Guatemalan, and Salvadoran are the most common ancestries overall.¹

In the Pico-Union/Westlake neighborhoods that USCBC intends to serve, where the median household income is below \$30,000, overall education attainment is low. Bachelor's degree attainment is approximately 10% for adults over the age of 25, and more than 60% of adults have not earned a high school diploma.²

According to the California Department of Education's DataQuest site, in 2014, there were 8,931 high school students in Pico-Union/Westlake. These students are currently served by nearly 20 high schools, including comprehensive high schools, magnet schools, charter schools, and continuation schools. While there are many high schools in these neighborhoods, Pico-Union and Westlake are some of the densest neighborhoods in Los Angeles, with 31,783 people per square mile. Westlake and Pico-Union are, respectively, the 2nd and 4th densest neighborhoods in Los Angeles.³

The most common ethnicity represented in the neighborhood schools is Latino (95%+ in almost all of the schools), and there are also significant subgroups of Asian (1-22%), Filipino (1-9%), African-American (1-28%), and White (1-4%) students. Of these students, 88.92% qualify for free/reduced lunch, and 53.01% are English Learners. Approximately 10% of students received special education services.

In 2013, the most recent year for which there is Academic Performance Indicator (API) data available, the average API score for traditional district and magnet schools (excluding continuation schools) in Pico-

¹ Mapping L.A., <http://maps.latimes.com/>

² Mapping L.A., <http://maps.latimes.com/>

³ Mapping L.A., <http://maps.latimes.com/neighborhoods/population/density/neighborhood/list/>

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Union/Westlake was a 689. Only one high school had an API above 800, Downtown Business Magnet School. Charter schools have demonstrated stronger performance in these communities, with an average API of 744.

A review of the demographic and performance data of high schools in the Pico-Union/Westlake neighborhoods indicates that the profile of a typical USC College Prep, Blue Campus student will be: Latino/a, an English Learner, eligible for free or reduced lunch, and zoned to attend a high school with an API below 700.

USC College Prep, Blue Campus is well-equipped to meet the needs of students who fit that profile. The school's model, like those of the other Ednovate schools, has elements that are particularly beneficial for students who are likely to be the first generation in their family to graduate from college. These elements include: a) a strong school culture; b) a rigorous college preparatory curriculum; c) personalized, highly differentiated instruction that enables self-paced and mastery-based learning and that provides real-time performance data to the student and school staff; d) and a strong data-driven advisory program that empowers students to set and achieve academic and personal goals.

On the following page, Table 1 provides an overview of the demographic and performance data for comprehensive, magnet, and charter schools within a 2-mile radius of the center of Pico-Union.

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Table 1: Demographic Information for Surrounding Schools¹

Surrounding Schools Demographic and Performance Data														
Address: Intersection of Venice & Hoover														
LAUSD Schools	# of Students 2014	% Students Eligible for Free/ Reduced Lunch	% Special Ed	% ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Belmont Senior High	978	81%	12%	31%	Latino 90%	Filipino 4%	Asian 3%	671	Yes	No	653	2	7	Watch
Contreras - Academic Leadership	477	93%	11%	27%	Latino 95%	Filipino 2%	White 1%, African American 1%	658	Yes	No	655	2	3	Watch
Contreras-Global Studies	370	97%	7%	22%	Latino 97%	White 1%	Filipino 1%, Asian 1%	650	No	No	651	1	2	Watch
Downtown Business High	1060	84%	3%	7%	Latino 59%	Asian 22%	Filipino 9%	827	Yes	No	806	8	10	Achieving
Orthopaedic Hospital	824	97%	3%	7%	Latino 93%	African American 3%	White 1%, Filipino 1%	785	Yes	No	770	7	9	Achieving
RFK Community Schools- Visual Arts/ Humanities	453	91%	8%	28%	Latino 81%	Asian 11%	White 1%, African American 2%	685	No	No	675	2	3	Watch
RFK Community Schools- Global Leadership	412	79%	12%	27%	Latino 75%	Asian 16%	Filipino 4%	648	No	No	634	1	1	N/A ⁵
RFK Community Schools - Arts	425	90%	8%	26%	Latino 83%	Asian 9%	African American 3%	706	No	No	696	3	5	Service & Support
Santee Education Complex	1816	89%	12%	30%	Latino 93%	African American 6%		636	Yes	No	599	1	4	Focus
Contreras - Business/ Tourism	469	95%	9%	28%	Latino 94%	White 2%	Filipino 1%,	678	Yes	No	660	2	4	Service & Support

¹ Sources: CDE DataQuest, LAUSD School Report Cards, and School Performance Framework sheets

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Charter Schools	# of Students 2014	% Students Eligible for Free/ Reduced Lunch	% Special Ed	% ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
West Adams Prep	1684	88%	14%	30%	Latino 97%	African American 7%	Asian 1% White 1%	647	Yes	No	637	1	6	Watch
Alliance Dr. Olga Mohan High	458	97%	6%	15%	Latino 98%	African American 1%		895	Yes	Yes	891	10	10	Excelling
Animo Jackie Robinson	604	94%	9%	26%	Latino 97%	African American 2%	White 1%	753	No	No	763	5	10	Excelling
Alliance Gertz-Ressler-Richard Merkin	519	97%	9%	9%	Latino 98%	African American 3%		838	Yes	Yes	839	9	10	Excelling
Camino Nuevo Charter	258	89%	11%	9%	Latino 92%	Filipino 1%		792	No	No	792	7	10	Achieving
LA Academy of Arts & Enterprise	208	97%	7%		Latino 95%	Filipino 2%	African American 1%	701	Yes	No	653	3	1	Watch
New Village Girls Academy	128	95%	4%	40%	Latino 85%	White 6%	African American 5%	555	No	No	545	N/A	N/A	Focus
USC Hybrid High	345	84%	11%	13%	Latino 67%	African American 28%	Asian 1% White 1%	688	N/A	N/A	688	2	8	N/A

District Priorities In Granting Charters

USC College Prep, Blue Campus meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. USC College Prep, Blue Campus is a secondary school that will serve an area of need in the District.
2. USC College Prep, Blue Campus proposes to implement an innovative school design focused on personalizing students' education that will support the District's goals for improving performance in secondary schools.
3. Ednovate, a non-profit organization, has successfully secured facilities for its other schools and has the technical and financial resources to obtain facilities for USC College Prep, Blue Campus.

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Student Population to Be Served

USC College Prep, Blue Campus (USCBC) proposes to serve students in grades 9-12 who have traditionally been educationally underserved. This group includes students from low-income families, underrepresented minorities, and English learners. The school plans to enroll 130 students in grade 9 in year one and plans to add a 9th grade class each subsequent year, reaching full capacity in the 2020-2021 school year. At capacity, the school intends to serve approximately 500 students in grades 9-12.

Table 2: Projected Enrollment Roll-Out Plan

	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 9	130	130	130	130	130
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				120	120
Total Students	130	255	380	500	500

Mission

USC College Prep, Blue Campus students will use their college degrees and careers to make a positive multigenerational change.

Vision

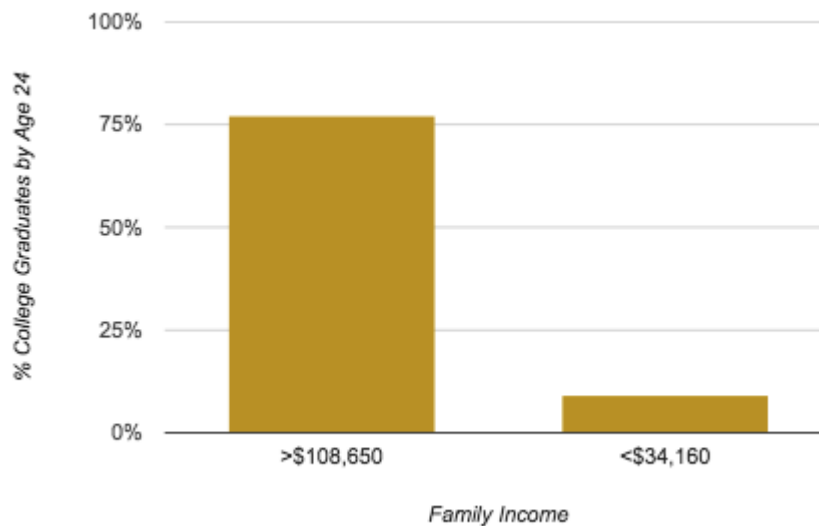
USC College Prep, Blue Campus will close the college graduation gap for first generation and low-income families by giving our students a multigenerational purpose for college and career, significantly advancing academic proficiency through a personalized curriculum and developing specific mindsets that yield success through high school, college and a career in a global economy.

The Challenge

There is a significant college graduation gap between families in the top family income quartile and families in the bottom income quartile. Nationally, students from high-income families are 8 times more likely to obtain a bachelor's degree by age 24 than those from low-income families. Approximately 77% of students from high-income families in the United States complete a 4-year degree within six years of high school graduation, while only approximately 9% of students in low-income families achieve that milestone (Mortenson, 2007).

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Figure 3: College Graduation By the Age of 24 by Family Income



In the Pico-Union/Westlake neighborhoods that USCBC intends to serve, where the median household income is below \$30,000,¹ bachelor's degree attainment is approximately 10% for adults over the age of 25.²

It is the intention of USC College Prep, Blue Campus not only to prepare students to be accepted to college but also to close the college completion gap for the students the school serves.

The Need for Innovation

Over time, there has been progress in serving students from low-income communities, but it has been slow. Members of the Ednovate team have operated some of the nation's best schools specifically targeting such students and have seen rising college graduation rates in those settings; however, a significant gap still exists between students from low-income communities and their high-income peers. It is clear that there is a need for innovation to truly close the college completion gap. USC Hybrid High School, now in its fourth year of operation, is already seeing impressive results with its innovative model. USC College Prep, Blue Campus aims to continue that track record of success.

Educational Philosophy

To close the college graduation gap for the students USCBC intends to serve, the following core beliefs are interwoven throughout the school's design.

Purpose: We believe that if students are driven by a deep sense of purpose to use their college degrees and their careers, they will be more likely to persist through college graduation. Students will graduate from high school seeing themselves as agents for Positive Multigenerational Change (PMC) in their family, community, nation, and world, and our annual performance tasks are sequenced around those four themes.

¹ Mapping L.A., <http://maps.latimes.com/>

² Mapping L.A., <http://maps.latimes.com/>

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Personalization: We believe that we can significantly advance the academic proficiency and depth of learning in our students through a mastery-based personalized college prep curriculum, therefore increasing the number of students who graduate from college. We intend to build upon the impact of the many high-performing charters that are already doing great work by integrating technology to personalize the learning experience, resulting in a more rigorous and engaging program that meets the unique needs of all students. Our blended learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with our PMC performance tasks.

Mindsets: We believe in developing the mindsets needed to thrive in and persist through college graduation. Our student experience (face-to-face and online) is designed to intentionally develop the traits of integrity, entrepreneurialism, mastery, and joy. We believe that if our students carry these mindsets through their college experience, they will be more likely to persist through college graduation.

Relationship with the University of Southern California (USC)

USC College Prep, Blue Campus will be the fourth school of Ednovate, the charter management organization established by the USC Rossier School of Education. USC Hybrid High School, the CMO's first site, has benefited greatly from the support provided by Rossier, including in-kind support with fundraising, real estate, and cash flow. Many of USC's staff members have become very invested in USC HHS's success and have lent their expertise and time to supporting the school, most notably Dean Karen Symms Gallagher of the Rossier School of Education and Board Chair of Ednovate. Like the Ednovate schools before it, USCBC will benefit greatly from its affiliation with this world-class research institution.

Additionally, part of Ednovate's mission of making a Positive Multigenerational Change is a desire to positively impact the field of teaching, particularly in the area of blended learning. As Ednovate teachers learn more about what works well in blended learning, USC researchers will conduct studies on the campuses and publish their findings, allowing the learning taking place in these small schools to have a larger impact locally and nationally.

What It Means to Be An Educated Person in The 21st Century

In the vast majority of U.S. schools, instructional content and pedagogy have changed remarkably little relative to the ever-changing 21st century world. To be truly college- and career-ready in this rapidly changing environment, students must add to the basics of fundamental academic skills the need to :

- Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries. The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented. Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future. At USC College Prep, Blue Campus, this type of deep critical thinking and problem solving will be the norm, with technology allowing for more efficient use of student and teacher time and creating space for the high-level thinking and collaboration that takes place through projects and performance tasks.
- Develop a strong comfort working with existing technology, including computers, tablets, phones, software, and the Internet, and have the skills to adapt to new technology as it becomes available. The use of technology is a key feature of the school's instructional design and is embedded across all content areas. The school will feature a 1:1 student: laptop ratio, and students will use

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technology to access the majority of their coursework. Technology allows for the type of flexible, highly personalized instruction that takes place every day at USC College Prep, Blue Campus, allowing students to work at their own pace to demonstrate mastery on the standards. In this type of setting, technology use becomes second nature to students.

- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis. Ednovate high school students will develop the skills to learn and work independently as a result of the school's self-paced instructional model as well as its Advisory structure in which students learn to self-reflect, set goals, and seek out resources as needed.
- Develop not just the academic skills but also the specific mindsets and behaviors needed to be successful college students, employees, and adults. To be successful in their rapidly changing environment, students must be entrepreneurial and perseverant, must act with integrity, and must have a sense of joy.
- Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining. USC College Prep, Blue Campus students will meet rigorous annual promotion requirements that include a yearly health and fitness goal to ensure that students learn not only academic skills but also the exercise and eating habits necessary for a healthy life.
- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures. To this end, all USC College Prep, Blue Campus students will complete coursework in the Visual and Performing Arts, including participating in periodic performances.

How Learning Best Occurs

What the Research Says and the Programmatic Implications that Follow

Simply put, learning best occurs in programs that are highly personalized and accessible, particularly for high-need students. This theory builds upon a short list of significant research findings about educationally underserved students and their learning that drives specific features of the USCBC model as illustrated in the following table.

Table 3: Summary Research Findings and Consequent Program Features

Research Findings		USCBC Program Features
High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. (Brookover & Lezotte, 1979; Butler, 1997; Cotton, 2003)	→	<ul style="list-style-type: none"> • Challenging annual promotion and graduation requirements for all students: <ul style="list-style-type: none"> o Meet or exceed the California A-G course requirements by passing all courses o Meet a minimum ACT score o Pass a culminating performance task in health, fitness, or the arts

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		<ul style="list-style-type: none"> o Complete community service, internship and/or volunteering requirements o Maintain strong attendance and behavior records • Extended school day that allows for more robust course load • Clear rules and consequences through a progressive behavior system that includes merit/ demerit system
Personalized, mastery-based instruction allows all students to perform at high levels (Bloom, 1984)	→	Innovative personalized learning model that allows for students to receive the majority of their instruction in an online, self-paced format facilitated by their teachers. Students who need more time or additional support can take the time that they need or access additional explanations and practice online, while students who achieve mastery faster can advance through content as quickly as they are able to.
Increased time on the right instructional task increases academic achievement for at-risk students. (Alexander, Entwisle, & Olson, 2001; Bloom & Haskins, 2010; Fisher et al., 1980)	→	A strong commitment to increasing the amount of time spent on task for every student by prioritizing the right learning environment, eradicating anything that gets in the way of student learning such as inefficient schoolwide procedures, and ensuring “bell to bell” instruction in every classroom every day
High-need students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. (Karcher, Davis & Powell, 2002)	→	<ul style="list-style-type: none"> • Students assigned to consistent advisors over 4 years • Culture-building activities, including advisory groups, group projects, sports, and celebrations of achievement and learning.
More selective colleges are much more effective at retaining students, especially students from underrepresented backgrounds (Healey, Nagaoka & Michelman, 2014)	→	<ul style="list-style-type: none"> • A strong focus on increasing students’ access to more selective colleges by increasing their GPAs and ACT composite scores over four years of high school • Full-time College Counselor to support students in identifying their best fit colleges

The combined features of the USC College Prep, Blue Campus model place the effort squarely in the realm of what has come to be called a blended learning model, popularized first by a 2009 report that showed small but positive achievement gains in programs where online learning was combined with some form of onsite, face-to-face activity as compared to purely online programs and even to traditional direct-instruction classrooms (Means, et al, 2009). However, the educational innovation at USCBC goes far

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beyond blending online and offline instruction. USC College Prep, Blue Campus aims to redesign the American High School experience by creating a student-centered learning environment in which students develop the skills and mindsets to learn at their own pace and are given the autonomy to do so.

Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners

The goals and objectives of USCBC are the following:

- GOAL: To prepare students for successful college or career experiences
 - **Objective:** Develop core academic competencies, enriched by real world application
 - **Objective:** Develop critical thinking and problem solving skills
 - **Objective:** Develop students' ability to work and learn autonomously with success
 - **Objective:** Develop students' non-cognitive skills needed to thrive and persist in college and beyond

- GOAL: To provide a personalized, self-paced learning experience for every student
 - **Objective:** Meet students' individual learning needs through strong differentiation and online, self-paced instruction and monitoring of learning with real-time data and feedback
 - **Objective:** Provide an appropriate level of challenge needed to engage student interest and maximize learning
 - **Objective:** Make instructional and programmatic decisions grounded in real-time student achievement data
 - **Objective:** Ensure that students feel connected to other students and to supportive adults and, where needed, provide counseling and other non-academic supports

- GOAL: To increase the amount of time spent engaged in rigorous academic work in the school year
 - **Objective:** Provide challenging core content
 - **Objective:** Create a warm and strict discipline system with clear expectations for student behavior
 - **Objective:** Leverage technology and innovation to increase the percentage of time that students are actively thinking and working in each class period.

Consistent with the California Charter Schools Act, these combined goals enable all students to become **self-motivated, competent, and lifelong learners**. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. In addition to the academic skills that students develop through USCBC's program, students also develop the skills to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary, all skills that will aid them in becoming self-motivated, competent, lifelong learners.

The Requirements of Education Code § 47605(B)(5)(A)(II)

USCBC will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

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The following chart details the school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES						
TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: NCLB matrix				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All USCBC teachers will be appropriately assigned and fully credentialed as required by law	-Annually, ensure verification of proper teaching credentials prior to start of employment (Ednovate HR)	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: purchase records				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
For each year of the charter, all students will have access to all instructional materials necessary to participate fully in the programs and services described in the charter, including the California State Standards	-Annual inventory of instructional materials and corresponding purchase of materials as necessary (Principal) -Annual budget review and planning to ensure funds are available for instructional materials (COO/Principal) -Provide access to technology outside of regular school hours to ensure equal access to the curriculum for students who don't have Internet at home (Principal)	100% access	100% access	100% access	100% access	100% access

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FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Culture Snapshot ¹				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The school will average a score of 95% on biweekly facilities walkthroughs	-Biweekly facilities walkthrough with actionable feedback for improving facilities cleanliness & safety (Ednovate Director of Quality & Instruction)	90% score	91% score	92% score	93% score	95% score
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP scores				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The school will implement a Common Core- and CA state standards-aligned curriculum that prepares students to demonstrate proficiency in ELA & Math on the CAASPP.	-Identify strengths and areas of opportunity of instructional team in the area of instructional planning and develop PD that meets their needs (Principal) -Select Common Core-aligned instructional materials that include opportunities for students to engage in critical thinking tasks and rigorous levels of reading, writing, speaking and listening (Teachers)	100% implementation of Common Core-aligned curriculum for 9 th grade	100% implementation of Common Core-aligned curriculum for 9 th -10 th grades	100% implementation of Common Core-aligned curriculum for 9 th -11 th grades	100% implementation of Common Core-aligned curriculum for all grades	100% implementation of Common Core-aligned curriculum for all grades
PARENT INVOLVEMENT STATE PRIORITY #3						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: RCPU attendance, PAC participation				

¹ The Culture Snapshot is an Ednovate quality control system based on biweekly facilities walkthroughs, assessing for compliance with Ednovate’s Student/Family and Staff Handbooks. These walkthroughs include assessing the cleanliness and safety of facilities.

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applicable)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The school will have high levels of parent participation at quarterly Report Card Pick-Ups (RCPUs)	-Frequent mass and personal communications to parents in the month leading up to each Report Card Pick-Up (Operations Manager and Advisors) -Ongoing parent communication throughout the year to ensure relationships with parents are built in advance (Operations Manager and Advisors)	90% participation	92% participation	93% participation	94% participation	95% participation
All parents will receive frequent school communications and remain aware of their child's progress	-Frequent mass communication in a variety of formats-- paper newsletters, email newsletters, text messages, phone calls, etc.-- to meet the needs of all parents -Weekly emails informing parents of students' academic and behavioral progress -Real-time access to students' academic progress and attendance for parents via Illuminate Parent Portal	100% parent/guardian contact	100% parent/guardian contact	100% parent/guardian contact	100% parent/guardian contact	100% parent/guardian contact
The school will maintain parent representation on the Parent Advisory Council (PAC)	-Monthly communication to parents regarding upcoming meetings and decisions made at previous meetings -Scheduling meetings at convenient times for parents	Baseline PAC participation	Baseline, plus increased participation over the previous year	Increased participation over the previous year	Increased participation over the previous year	Increased participation over the previous year
STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP scores				

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and subgroup goals as applicable)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP statewide assessment in the areas of English Language Arts/ Literacy and Mathematics	-Provide rigorous college preparatory curriculum aligned to CCSS -Closely monitor internal assessment data and adjust instruction as needed for all subgroups -Additional support and intervention services for students identified as having a need in these areas	n/a	n/a	Baseline CAASPP scores	Meet or exceed targets for growth (est. 2-3%)	Meet or exceed targets for growth (est. 2-3%)
ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: API scores				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
USCBC will meet or exceed the annual API schoolwide and subgroup Growth Targets, or equivalent, as mandated by the CA State Board of Education	-Provide rigorous college preparatory curriculum aligned to CCSS -Closely monitor internal assessment data and adjust instruction as needed for all subgroups	n/a	n/a	Baseline CAASPP scores	Increase API & AYP, meeting annual API growth target (or equivalent) based on new assessment measures	Increase API & AYP, meeting annual API growth target (or equivalent) based on new assessment measures
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: course enrollment records				

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applicable)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of students will complete an A-G course of study	-Provide rigorous college preparatory curriculum that meets all A-G requirements for all subgroups of students -Provide blended learning model and Advisory structure that develop students' non-cognitive skills needed for success in college -Offer credit recovery for students who earn a D or an F in any class	100% enrollment in A-G-aligned course of study	100% enrollment in A-G-aligned course of study	100% enrollment in A-G-aligned course of study	100% enrollment in A-G-aligned course of study	100% enrollment in A-G-aligned course of study
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC scores				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners will demonstrate growth on the CELDT/ELPAC each year.	-Implement Ednovate's English Learner Master Plan. -Provide highly qualified teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs -Provide professional development for teachers on effective differentiation for ELs -Provide appropriate interventions and support for EL students via the school's personalized learning curriculum and out-of-class supports, such as tutoring and office hours	Baseline growth	Baseline growth + 2%	Baseline growth +4%	Baseline growth +5%	Baseline growth +6%
ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						

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ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: reclassification rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EL students will be reclassified at a rate higher than the district high school average	-Implement Ednovate’s English Learner Master Plan. -Provide highly qualified teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs -Provide professional development for teachers on effective differentiation for ELs -Provide appropriate interventions and support for EL students via the school’s personalized learning curriculum and out-of-class supports, such as tutoring and office hours	>10% reclassification	>12% reclassification	>14% reclassification	>16% reclassification	>18% reclassification
AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: AP pass rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The number of students passing AP exams with a score of 3 or higher will increase annually every year that AP courses are offered.	-Allow AP course access to any student who wishes to take AP courses (AP teachers) -Provide support through AP course curricula to students who plan to take AP tests (AP teachers)- Subsidize the cost of AP testing for students who need it	n/a	n/a	Baseline AP pass rates	Baseline AP pass rates +2%	Baseline AP pass rates +4%
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						

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ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: EAP pass rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Eleventh grade students will pass EAP exams (or the equivalent) to demonstrate preparedness for college-level work.	-Provide rigorous college preparatory curriculum that meets all A-G requirements for all subgroups of students -Offer a robust college readiness curriculum for juniors and seniors that increases motivation to do well on these exams -Offer field trips to college campuses to increase motivation to do well on EAP exams	n/a	n/a	Baseline pass rates	Baseline pass rates +2%	Baseline pass rates -4%
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: attendance rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The school will maintain a strong average daily attendance rate	-Provide a safe and positive learning environment for all students -Maintain frequent communication with parents about student attendance, including calling families of absent students on a daily basis -Provide subsidized TAP cards for Metro and bus access to remove this barrier to school attendance	>94%	>94%	>94%	>94%	>94%
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: truancy rates				

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and subgroup goals as applicable)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
No more than 5% of students will be considered chronically absent (absent 10% or more of school days)	-Maintain and implement a truancy process for habitually absent students that focuses on solutions; work with individual students to troubleshoot the causes for their absenteeism -Maintain frequent communication with parents about student attendance, including calling families of absent students on a daily basis --Provide subsidized TAP cards for Metro and bus access to remove this barrier to school attendance	<5% chronic absenteeism	<5% chronic absenteeism	<5% chronic absenteeism	<5% chronic absenteeism	<5% chronic absenteeism
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: dropout rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The school's dropout rate will be less than 1%	-Maintain and implement a truancy process for habitually absent students that focuses on solutions -Provide counseling to students at risk of dropping out and their families -Offer credit recovery for any course in which a student received a D or an F so all students can stay on track for graduation	<1% dropout rate	<1% dropout rate	<1% dropout rate	<1% dropout rate	<1% dropout rate
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						

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ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: graduation rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
For each year that the school has a senior class, the graduation rate will be above 95%	-Provide a rigorous, college preparatory curriculum that fulfills A-G requirements -Carefully monitor progress toward promotion requirements for each individual student in their advisory and set frequent SMART goals to ensure that students are on track for promotion each year and graduation at the end of high school (Advisors)	n/a	n/a	n/a	95%+ graduation	96%+ graduation
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: suspension rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
For each year of the charter, the school will maintain a suspension rate of less than 10%	-Rigorous tracking of discipline data using the Illuminate student information system to monitor trends (Dean of Student Culture) -Implementation of a variety of alternatives to suspension to meet the needs of students, including behavior contracts, in-school suspensions, behavior coaching, and in-class supports	<10% suspension rate	<10% suspension rate	<10% suspension rate	<10% suspension rate	<10% suspension rate
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: expulsion rates				

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and subgroup goals as applicable)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
For each year of the charter, the school will maintain an expulsion rate of less than 1% per year	-Rigorous tracking of discipline data using the Illuminate student information system to monitor trends (Dean of Student Culture) -Implementation of a variety of alternatives to suspension and expulsion to meet the needs of students, including behavior contracts, in-school suspensions, behavior coaching, and in-class supports	<1% expulsion rate	<1% expulsion rate	<1% expulsion rate	<1% expulsion rate	<1% expulsion rate
[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE] STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: survey data				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
For each year of the charter, 90% of students will agree with the statement "I feel safe and supported."	-Develop and implement advisory activities to create a strong sense of connectedness amongst students and between the student and the advisor (Advisors) -Quarterly, survey students on school climate (Principal) -Annually, offer extracurricular clubs, sports, and activities to increase sense of connectedness (Principal)	At least 90% of students agree	At least 90% of students agree	At least 90% of students agree	At least 90% of students agree	At least 90% of students agree
For each year of the charter, 90% of parents will agree with the statement "The staff cares about my child as a person and his/her future happiness and success."	-Advisory structure to create a strong sense of connectedness amongst students and between the student and the advisor -Quarterly 1:1 conferences between	At least 90% of parents agree	At least 90% of parents agree	At least 90% of parents agree	At least 90% of parents agree	At least 90% of parents agree

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	the parent and the advisor					
BROAD COURSE OF STUDY STATE PRIORITY #7						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: course enrollment records				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in USCBC's academic and educational program as outlined in the charter	-Create course schedules for all students that allow them access to all A-G course offerings over the course of their four years of high school -Offer credit recovery for students who earn a D or an F in any class -Full-time College Counselor starting in year 3 -Provide access to technology outside of regular school hours to ensure equal access to the curriculum for students who don't have Internet at home	100% access	100% access	100% access	100% access	100% access
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ACT growth				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students will achieve college-going ACT scores	-Provide rigorous college preparatory curriculum aligned to CCSS -Closely monitor internal assessment data and adjust instruction as	Baseline percentage of students meeting ACT	Increased percentage of students meeting	Increased percentage of students meeting	Increased percentage of students meeting	Increased percentage of students meeting

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	needed for all subgroups (Principal, Assistant Principal, Teachers)	benchmark goal for their grade level	g ACT benchmark goal for their grade level over the previous year	g ACT benchmark goal for their grade level over the previous year	g ACT benchmark goal for their grade level over the previous year	g ACT benchmark goal for their grade level over the previous year
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Instructional Program and Curriculum

USCBC is committed to preparing 100% of students for acceptance into a four-year college or university. To that end, the school offers a rigorous standards-based instructional program that will build a foundation for students’ success in college, career, and beyond by enabling them and empowering them to become self-motivated, competent, life-long learners.

High Quality Instructional Planning

USCBC aligns its instructional planning to the California content standards, the ACT College and Career Readiness Standards (CCRS), and the critical thinking rubric for performance tasks. The decision to work with both sets of standards was made both because of the CCRS standards’ alignment to the school’s goal of producing college-bound graduates as well as the standards’ overall alignment to the Common Core State Standards (CCSS).

Alignment between the CCSS and CCRS is clear and well-documented. The CCSS Initiative presents a common definition of the knowledge and skills necessary for students to be “ready for college and career”; these skills are aligned to the skills defined in the College Readiness Standards. According to a report released by The ACT, an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development, 100% of the Common Core Standards are addressed by the ACT Standards.¹

Additionally, there is over 50 years’ worth of historical data that includes correlations between ACT scores and college acceptance, persistence, and graduation. This includes specific longitudinal data for students with similar demographics to the students USCBC will serve. This wealth of historical information will allow USCBC to create instructional plans that will, in alignment with the school’s mission, prepare students to be accepted to and persist through college.

The ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution

¹ The Alignment of Common Core and ACT’s College and Career Readiness System, http://www.walkercountyschools.com/Sites/Walker_County_Schools/Documents/Main/ACT%20Common%20Core%20Alignment%20-%20Appendix%20B.pdf

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without the need for remediation.¹ ACT's definition has since been adopted by the Common Core State Standards Initiative and provides a unifying goal for educators and policymakers to act upon. USCBC's alignment to the CCRS and the CCSS will allow the school to adequately prepare students for both college entrance exams as well as state standardized tests.^{2,3, 4}

Mastery of the standards will be the primary focus of the school's instructional program. Teachers will be empowered as skilled professionals and given a high degree of autonomy to develop their courses; that autonomy will be balanced with accountability for student achievement and growth over time. Teachers, with coaching and support from administrators, will select their own online and offline curricular tools that support instruction of the standards. Though curriculum will vary from classroom to classroom, certain aspects will be consistent across all classrooms as described below.

Because USCBC students are given the latitude to move at their own pace through digital content, teachers will plan at least a full quarter's worth of content before each quarter begins. Teachers will start their instructional planning with the CCSS and CCRS standards, backwards planning and breaking them down into units and lessons that will allow students to move up through Bloom's Taxonomy for each standard. Digital content creation is especially conducive to differentiation, and teachers will be expected to consider the needs of students who are struggling, students who are advanced, students with special needs, and students who are English Learners as they create their coursework.

When planning a course, instructors' plans will incorporate the use of the ACT College & Career Readiness Standards and Ednovate's Positive Multigenerational Change performance task rubric, both of which are in alignment with California Content standards.

Instructors will use an adapted template combining the work from McTighe and Wiggins' Understanding by Design and Jon Saphier's The Skillful Teacher. The template below will coordinate instructors' planning to create a cohesive 10-week unit. Before each quarter begins, school leadership will have a data conference with each instructor to ensure a rigorous subgroup analysis of the baseline data or previous quarter's student performance and an alignment of assessments, standards and desired outcomes for the upcoming quarter. Below is an example of a 10-week planning template.

¹ Students who meet a Benchmark on the ACT or ACT Compass have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on ACT Explore or ACT Plan are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school. <http://www.act.org/content/dam/act/unsecured/documents/benchmarks.pdf>

² ACT Benchmarks mapped to college success: "ACT, Inc., has compared students' performance on subject tests of the ACT to their grades in introductory college classes. For each ACT subject test, ACT has set a college readiness benchmark score, at which level a student has a 50 percent likelihood of getting a B or better in an introductory class and a 75 percent likelihood of getting a C or better", <https://consortium.uchicago.edu/sites/default/files/publications/ACTReport08.pdf>

³ "Students with lower ACT scores were more likely than their higher-achieving peers to drop out of college before their second year of study, the report finds. Of the overall pool of college students analyzed, 16 percent dropped out of school after their freshman year. However, the dropout rate was 23 percent among students who earned an ACT composite score of between 16 and 19, and 34 percent among those who scored below a 16. Just 10 percent of students who got a score of 24 or higher left college after the first year. Nationwide, the average ACT score in 2012 was 21.1. A perfect ACT score is 36"

⁴ Over time, colleges place *increasing importance* on standardized test scores, http://www.nacacnet.org/research/PublicationsResources/Marketplace/Documents/TestingComission_FinalReport.pdf

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Stage 1 - Desired Results		
ACT Growth Goal, Interim Percentage Correct Goal and other measures of success for this unit		
Growth Goal	Interim Percent Correct Goal	Other Evidence of Success
Reviewing last quarter's data		
What are the positive trends in data from last quarter? Suggestions for areas to dig (relative to campuses, interim vs. scoreboard, subgroup analysis, grade distributions, by instructor and historical) What instructional practices do you attribute this to (management, motivation, instruction and curriculum)?	What else is the data telling you? Suggestions for areas to dig (relative to campuses, interim vs. scoreboard, subgroup analysis, grade distributions, by instructor and historical) What instructional practices do you attribute this to (management, motivation, instruction and curriculum)?	
		B
Assessment		
How and when will you assess each objective? What type of assessment will you use? How much will the results of this assessment impact a student's grade?		
C		
Framing the Learning	Teaching Skills	
What are some essential questions or statements that can frame the learning for the upcoming unit?	What content and college readiness skills do we want our students to learn this quarter? How are we incorporating what we learned from the last quarter?	
	A	
Learning Matrix		
What are some learning strategies or moves you want to focus on in this quarter?		
Culture:	Instruction:	
Motivation:	Curriculum:	

The California content standards differ by course. Teachers will include CA content standards in the box indicated by the letter A. In the same spirit of the authors of the California State Standards, “by emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how the standards should be reached and what additional topics should be addressed,” teachers will choose both the content and college readiness standards that are most appropriate in the context of student learning, balanced by accountability on the CAASPP, ACT, course grades, interim assessments, and performance task rubrics.¹ The use of the interim assessments and performance tasks as a part of the instructional plan is addressed here as well as in the section on Performance Analysis & Planning. The box for B includes an analysis of standards that are the weakest

¹ Page 3 of <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

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for the students. Section C is a description of the teacher-generated assessments that will be used throughout the 10-week period.

As seen below in Figure X, this planning document is a part of the Charter School's overall alignment model for preparing students to demonstrate mastery on the CAASPP:

1. All planning starts with the CA Content Standards, ACT College & Career Readiness Standards, and the critical thinking rubric.
2. The unit plan template (below) helps align and organize teachers' planning process to create a cohesive learning unit for students.
3. Internal assessments each quarter and at the end of each year track mastery toward the standards. These assessments are given nationwide, and comparing scores will give insight into the success of the Charter School's instruction.
4. Ednovate's current results show that the system is aligned to the CA Content Standards because of the network's relative performance on the first CAASPP test and its ability to predict student mastery well before 11th grade.

Figure X: High School Alignment Model for Mastery on CAASPP



A-G Requirements

To ensure that all students can be accepted to a four-year university, every academic course offered at USCBC will be aligned to California's A-G requirements. By the time they graduate, 100% of students will

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have fulfilled all of the A-G requirements for the state of California and will be eligible to apply to any public university in the state.

Challenging Core Content

One clear, repeated finding from research is that high-need students are better served by schools in which teachers, students, and parents embrace a shared mission of aggressive academic expectations for all students and support that mission with a strong common core curriculum (Bryk, Holland, & Lee, 1993; Howley & Harmon, 2000; Newmann & Wehlage, 1995). Yet, research consistently reports that there is remarkable variability in the classes students experience in their schooling (Cogan, Schmidt, & Wiley, 2001), particularly in inner-city schools. USCBC addresses this issue by providing challenging online and teacher-led coursework as a core curriculum for all students. Classes are not only A-G aligned but are also rigorous enough to prepare students for the classes they will take at the university level. Teachers will build in appropriate scaffolds into their curriculum and instruction to ensure that all learners are able to be successful with rigorous work.

Blended Learning

USCBC puts technology at the center of teachers, students, and curriculum to provide every student a truly personalized education through the use of the following methods:

- ***A High Quality Teacher in Every Classroom:*** An effective personalized learning model starts with having a highly effective teacher in every classroom who knows students well and understands their unique strengths and weaknesses. At USCBC, teachers will always be highly engaged and interactive with students, and they are encouraged to use what they know about their students to determine the best methods for delivering instruction to them at any time. Teachers will be able to use a constant flow of real-time data to provide not only differentiated instruction, but also differentiated grouping strategies, scaffolds, and methods of content delivery to meet students where they are. Teachers will be empowered to work with students in the ways that work best for individual students: one-on-one, in small groups, through lectures, and through labs, discussions, and debates. Students will often work independently or with their peers on modules, as described below, but even in that “independent” work, teachers will be highly engaged by providing, for example, comments on an essay in Google Docs, sharing additional online resources or supports for students who may need different types of scaffolds to be successful on a lesson, and receiving and reacting to data such as online quizzes.
- ***Online, Self-Paced Learning:*** Much of students’ core instruction will be delivered through online “modules” that teachers will develop in an online learning management system such as Canvas. Students will work independently or in strategic grouping arrangements on self-guided lessons created and curated by their teachers. Students will have control over the pace at which they work as long as they are meeting a minimum expected pace established by the teacher. Students who are able to move quickly through lessons will be able to do so and then either move on to the next lesson or go deeper in their learning with higher level critical thinking skills through additional modules or performance tasks; students who need to work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson or implementing interventions as needed.
- ***Real Time Student Academic Data for Instructors:*** Because of the online coursework that is a significant part of the school’s instructional model, teachers have access to a constant flow of real-time data with which to evaluate students’ progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (such as one-to-one instruction, small group pullouts, reteaching/remediation using another modality, or peer-to-peer support), in the moment to ensure that instruction is constantly meeting the needs of all students.

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Additionally, students, teachers, and parents will have access to real-time academic data through the use of USCBC's SIS, Illuminate, and through the school's scorecard which is populated weekly with academic, attendance, and behavior data. Both systems allow teachers to easily view and analyze student achievement data across the whole school, within a single grade level or advisory, or even for an individual student. With that information, teachers can make data-driven curricular decisions and differentiate based on the needs of individual students, such as by providing different supports and scaffolds, serving students in different grouping systems (1:1, small group), giving direct instruction/ mini-lessons, or creating alternative routes to demonstrating mastery.

Performance Tasks

USCBC students will be required to complete quarterly performance tasks designed to extend and authenticate their core academic activities. Projects will have oral and written components and will correspond with annual themes of "know yourself," "know your community," "know your nation" and "know your world." The annual themes are rooted in USCBC's mission to create a Positive Multigenerational Change. Through thematic projects, the school aims to give students a deep sense of purpose and inspire them to make a beneficial contribution to their communities. Projects will be embedded in students' course requirements.

Well-Rounded Graduates

It is USC College Prep, Blue Campus's expectation that its graduates will have not only the academic skills but also the mindsets and behaviors necessary to graduate from college and pursue meaningful careers.

- ***Developing College Ready Habits and Study Skills:*** By thoughtfully and strategically scaffolding the level of autonomy students have from the beginning of their tenure at USCBC to the end, the school helps students develop the habits and skills they will need to be successful college students. Through the self-paced learning aspect of the instructional program, students learn to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary, all skills that will aid them in their path through college.
- ***Rigorous Promotion and Graduation Requirements:*** USCBC students are expected to meet rigorous promotion requirements every year before being promoted to the next grade level or to graduate at the end of their senior year. Annually, students must pass all of their courses with a grade of C or higher, meet minimum ACT benchmarks for their grade level, complete ten hours of community service, internships, or volunteering in a workplace, pass a culminating performance task in health, fitness, or the arts, and meet attendance expectations. Students who need additional support in one or more promotion requirements will be expected to participate in summer school.

Families are well aware of promotion requirements and the consequences for not meeting them. New families will learn about promotion requirements at admissions information sessions and two summer orientations before school even begins; throughout the year, they will receive frequent updates about their students' progress toward promotion requirements, and they will meet one-on-one with their students' advisors each quarter. Therefore, having to attend summer school will never come as a surprise. In the rare instance that a student who is required to attend summer school is unable to attend, the Principal will find an alternative solution on a case-by-case basis at his/her discretion.

- ***Data-Driven Advisory:*** Through a strong data-driven Advisory program, students receive one-on-one academic, attendance, behavioral, and fitness support from the same advisor for four years of high school. Advisory ensures that no student falls through the cracks and that 100% of students

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have an on-site adult serving as a counselor and mentor to ensure that they make progress toward each of the promotion and graduation requirements listed above.

- ***Social Learning:*** USCBC students have frequent opportunities to learn with and from one another formally and informally through groupwork and partnerwork, class discussions, community service, and projects. With scaffolded independence over time, students learn to work productively with their peers without requiring facilitation on the part of the teacher. Once the Charter School has identified a permanent home, the physical space will be conducive to this type of learning as students will be able to flow into and out of various types of learning spaces depending on the type of task at hand.
- ***Arts Appreciation & Physical Fitness:*** In addition to the core academic subjects, the arts (both visual and performing) and physical education will be required courses for all students (two years of each at a minimum). By the time they graduate, students will have developed an understanding of and appreciation for the arts as well as healthy nutrition and fitness habits.

A Culture of Innovation

USC College Prep, Blue Campus is committed to constant improvement, a quality that is critical in today's rapidly changing educational landscape. USCBC students will be taught to have a mastery mindset (the belief that we must constantly work to improve), persisting through challenges with perseverance and grit, and the school's staff will model that mindset through the instructional program. By design, the school evolves rapidly to constantly improve on its ability to meet the needs of students. USCBC teachers will have the flexibility to innovate in their classrooms and the autonomy (balanced with high accountability) to select curricular tools, instructional strategies, and use of technology as they see fit. On an ongoing basis, they will use real-time student achievement data to evaluate the efficacy of their instructional decisions. Tools and strategies that positively impact student performance will continue to be put to use (and often spread more widely from classroom to classroom), and what does not show positive results can be quickly abandoned. This model of data-driven iteration in classrooms and at the school level allows USCBC to hold true to its basic tenets (Positive Multigenerational Change, personalized learning, and mindsets by design) and intended outcomes (the academic targets listed in Element 2) while allowing for flexibility, creativity, and innovation to constantly increase student achievement.

To ensure continuity and consistent quality instructional practices across classrooms, teachers are held accountable to the same interim assessments. For example, a 9th grade teacher at one Ednovate school will teach the same standards in the same time period as a 9th grade English teacher at another Ednovate school to ensure that both of their sets of students demonstrate mastery on the same 9th grade English interim assessments each quarter. Additionally, as Ednovate grows and more and more curriculum is developed, teachers are able to easily share their courses with each other in Canvas; Ednovate teachers teaching the same course are able to use the same base curriculum as a starting place.

Redesigning the Learning Environment

Ideally, the unique design of the USC College Prep, Blue Campus learning environment will be shaped by its innovative use of physical space that enables the school to better serve its students through increased personalization. Unlike traditional schools with classrooms that open into silent halls, the ideal USCBC environment will feel like a blend between a college campus and a professional office setting. The space,

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including learning areas/rooms, the cafeteria/multi-purpose space, and offices, will be intentionally designed to reflect the school's purpose and values.¹

Given the school's focus on personalization, students will have access to different learning spaces for different types of learning. At its most basic level, this could look like arranging different desk configurations in a classroom to allow for independent work or groupwork or purchasing furniture that can be easily moved to allow for different configurations. Long-term, once the school has identified a permanent facility, this could include having large open spaces for learning with smaller conference rooms or meeting spaces for times when students work in small groups with a teacher or with each other.

At a minimum, USC College Prep, Blue Campus will require five classrooms per grade level, ample office space, a private counseling office, space for Special Education pullout services, access to a cafeteria/whole-school meeting space, and access to athletic fields and facilities for its physical education program.

Instructional Methodologies and Evidence of Effectiveness

USC College Prep, Blue Campus will utilize a number of instructional approaches to reach its academic goals for its students.

Hybrid or Blended Learning

Research shows that when average students have 1:1 instruction, such as in a tutoring experience, they perform at the same levels as the top 2% of students in a conventional group setting. (Bloom, 1984) At USC College Prep, Blue Campus, our hybrid/ blended model aims to leverage technology within the classroom setting to simulate the tutoring experience using the resources available to public schools. Our hybrid/blended model is defined by the following characteristics:

- Includes a blend of digital and offline coursework aligned to the standards, balancing online, self-paced online modules with offline novels, debates, discussions, projects, and groupwork
- Occurs for students at the school only in the confines of the physical school under the supervision of local, highly qualified certificated staff
- Allows students to work at their own pace and receive frequent feedback on their performance.

In any of its many forms, hybrid/blended learning is a rapidly growing option for students in U.S. K-12 schools, despite debate over its effectiveness (Picciano & Seaman, 2007; Tucker, 2007; Watson & Gemin, 2008). In some instances, it has been shown more effective than face-to-face traditional instruction (Means, et al, 2009).

Project-Based Learning

Project-based learning stems from research that demonstrates that students learn most effectively by working on and solving real-world challenges. (Barron & Darling-Hammond, 2008; Thomas, 2000) Students work in partners or groups to apply what they're learning to real-life applications with the teacher serving more as a coach or facilitator. Projects usually culminate in a presentation. USC College Prep, Blue Campus's performance tasks are aligned to the school's mission of Positive Multigenerational

¹ It is likely that the school will be housed in temporary facilities in its first years and will have to modify this ideal due to building constraints. Even in temporary facilities, however, USCBC will work within the limits of temporary space to create a physical environment that aligns with the school's instructional model and values.

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Change and allow students to explore their own passions and interests, resulting in not only positive academic outcomes but also high student engagement.

Intervention

A focus on continuous improvement is extremely important for schools where many students come to school with academic skills that are below grade level. Reeves (2003) notes that frequent monitoring of student progress, coupled with providing students with multiple opportunities to improve performance are essential elements in effective schools that serve at-risk populations. USC College Prep, Blue Campus will implement a Response To Intervention (RTI) approach to support student learning and mastery of grade level standards. RTI is characterized by four key components: (a) evidence-based instruction, (b) student assessment with an instructional focus, (c) universal screening of academics and behavior, and (d) continuous progress monitoring of students (Smith & Okolo, 2010). Students who are struggling to achieve mastery will receive targeted assistance from instructional and support staff and will be provided with multiple opportunities to improve their performance and master content. Interventions vary widely depending on the needs of individual students and may include strategies like: one-on-one or small group instruction in class, targeted pull-out support, tutoring/office hours, a referral to the SST process, assistance from the Counselor, help with organization and study skills, peer tutoring, and summer school. With USCBC's mastery-based grading model, students are given multiple chances to demonstrate mastery of standards, so not only are students motivated to work harder and try again, but also they are supported in doing so by the adults on campus.

Regular, Frequent Assessment

Using quarterly Interim Assessments that are designed from the CCRS standards, and mapped to CA content standards, teachers will be able to strategically identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the ACT and CAASPP. The results from these assessments will integrate with the school's online student information and assessment system, Illuminate, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow the school to monitor student progress in the skills measured by the ACT to assess where learning is breaking down and what areas need to be targeted and retaught if necessary. These are practices that are common at other high-performing public schools where students are achieving at the highest levels, such as those that are part of the KIPP or Noble networks of schools.

Instructional Materials

Aligned with the teacher autonomy described in "A Culture of Innovation," USCBC teachers will have the flexibility to innovate in their classrooms. They will be empowered to select curricular tools, instructional strategies, and use of technology as they see fit and given baseline supports to ensure calibrated instruction throughout grade levels and from year to year. To that end, teachers will be coached and supported by administrators to select the instructional materials that they believe will drive the best results for their students, ensuring that they will support the mastery of adopted and aligned content standards. In quarterly data conferences and more frequent informal classroom visits, teachers will discuss their choices with an administrator, looking at them in the context of their student achievement results.

Especially given that digital resources are evolving so rapidly as many vendors transition to the Common Core, teachers and administrators will look closely at data to assess which tools are showing results so they can identify and adopt strong curricular resources throughout the school year.

Because teachers are empowered with a high degree of autonomy (balanced with accountability for achieving results), new-to-Ednovate teachers in particular receive a significant amount of coaching and direct support from administrators as they develop their first course. They get training around module

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development, creating performance tasks, and even the technical aspects of how to create Canvas courses and work with Google Docs. They also have access to other Ednovate teachers' courses in Canvas so, for example, a 10th grade math teacher can use another 10th grade math teacher's course as a starting place for their own course. By the end of summer professional development, teachers are expected to present their first quarter's curriculum to their grade level team for feedback.

Delineation of Core Subjects and Project Requirements

USCBC graduation requirements will exceed the A-G requirements of the University of California/California State University System and allow all students to graduate ready to enter a four-year college or university. Table 5 illustrates USCBC's graduation requirements.

Table 5: USCBC Graduation Requirements

Subject	Required Years of Study	Approved Courses	Core/College Prep
English Language Arts	4	English I, English II, English III, English IV, Creative Writing, Participatory Media, AP English Language and Composition, AP English Literature and Composition	yes
Mathematics	4	Algebra 1, Geometry, Algebra II, Probability and Statistics, AP Calculus, AP Statistics, Pre-Calculus, Calculus	yes
Science	4	Earth Science, Biology, Chemistry, Physics, AP Biology, AP Chemistry, AP Physics, Human Anatomy and Physiology	yes
Social Studies	3	World History, US History since the Civil War, US Government and Politics, US and Global Economics, Geography and World Cultures, Multicultural Studies, AP Macroeconomics, AP Microeconomics, AP US Government and Politics, AP US History	yes
World Languages	2	Spanish I, Spanish II, Spanish III, French I, French II	yes
Visual and Performing Arts	2	Art Appreciation, Music Appreciation	yes
Physical Education	2	Physical Education	no
Advisory	4	Advisory	no

In addition to accumulating the required number of credits to graduate, students must meet their annual promotion requirements as described in Element 2. Students who earn a "D" or "F" in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery will be offered four times per school year, so students have ample opportunities to make up coursework immediately following each academic quarter.

Scope and Sequence

Table 6: USCBC School Course Sequence by Grade Level

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	English 9	English 10	English 11 or AP English Language and Composition*, AP English Literature and Composition*	English 12, AP English Language and Composition*, AP English Literature and Composition*
Mathematics	Algebra I or Algebra II	Algebra I, Algebra II, or Pre-Calculus	Algebra II, Pre-Calculus, Geometry, or Trigonometry	Pre-Calculus, Geometry, Trigonometry, or Calculus
Social Studies	Social Science 9	World History	US History since the Civil War or AP US History	US Government and Politics OR AP US Government and Politics AND US and Global Economics*
Science	Earth Science or Biology	Biology or Chemistry	Chemistry or Physics	Anatomy & Physiology, AP Biology* or Environmental Science
Required Electives	World Language, Visual and Performing Arts, Physical Education, and College Readiness (sequence will vary)			
Advisory	Advisory			

*depending on student need

The following courses are considered “core, college preparatory” courses: English Language Arts, Mathematics, Social Studies, Science, World Language, and Visual and Performing Arts. USC College Prep, Blue Campus may add additional Honors or AP courses over time to meet the needs of students.

Course Descriptions

Instructional materials used in the following courses will be CCSS-aligned.

English I

Course Goals

The goal of the English 9 course is to set a strong foundation for the rest of high school and ultimately college. The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text, both non-fiction / informational and fiction. Students will respond to all forms of text with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for

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higher-level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, etc.). They will complete a variety of writing activities including composing personal narratives, argument essays, expository essays, and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions. Students that are successful in this course will be on their way to being successful in future courses.

Course Content

Each quarter of the course will cover a breadth of content that includes skills and content building.

Literature

In each quarter, students will read a novel or book. Students will use these books to apply reading skills, prompt discussions, and explore themes and concepts.

Writing Instruction

Students will be expected to write papers that cover a range of genres. By the end of the year students will be expected to be able to write a five-paragraph essay that includes a clear thesis and research-based evidence to support claims.

Performance Tasks

Performance tasks are learning tasks that ask students to use their learning to create and present projects. Each quarter will include at least one learning task. Students will be expected to not only create a variety of projects and outcomes, but also present them for their peers and others at the school. Each performance task is aligned to the theme of “Know Yourself”.

English II

Throughout this course, students will have many opportunities to continue developing skills in reading and vocabulary development, writing, grammar, mechanics, listening, and speaking.

As students progress through mastering the CCSS and CCRS, they will develop their higher-level thinking, speaking and writing skills. The coursework and instruction for English 10 will foster students' ability to think critically as well as analyze, evaluate and synthesize course content.

Reading Requirement:

Students will read and analyze both classic and contemporary fiction and nonfiction literature including full-length novels, a Shakespearean tragedy, short stories, poetry, articles, essays, web-based documents, historical speeches, and nonfiction selections. Students will actively engage with texts through close readings and practice analysis and critical thinking skills by responding to reading through a variety of writing assignments and regular class discussions. Students will make inferences and ask questions about what they read and make connections between their own lives and experiences to the texts and well as make text-to-text connections. Students will analyze the point of view or cultural experience presented in each text. Students will expand their vocabulary by using grade level appropriate language and domain specific language and determine connotative and denotative meanings of words based on how words are used in context and how language can impact the author's tone and meaning in a text.

Writing Requirement:

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Students will develop and refine writing skills using the process of writing with attention to developing the writing process. Students will continue to master the writing process by generating ideas, developing a strong thesis, defending a thesis with strong and relevant evidence and thoughtful explanations, and revising and editing for coherency and precise sentence structure. Students will produce a variety of writing demonstrating the ability to respond to the task, audience, and purpose for informal and formal pieces and pieces in the following genres: explanatory writing, research writing, argument writing, narrative writing, and creative writing. Attention will be given to teaching students to write and support tightly reasoned arguments. Students will engage in regular research opportunities where they will conduct advanced research searches for information, document information using parenthetical citations, and format their essays using MLA format. Students will also create quality content including that with authentic application.

Students will properly use all writing conventions and the writing process will be modeled and followed in their work. Spelling, grammar, and mechanics will be emphasized throughout each semester and specific lessons will be available to students who need extra support in concepts such as parallel structure, correct use of modifiers, agreement of verbs and pronouns, sentence structure, and consistency of verb tense.

Writing opportunities will include the following:

Journal Writing, Literary Analysis Essays, Argument Analysis Essay, Argumentative Essay Writing, Persuasive Speech, Expository Critique Essay, Historical Connection Essay, Narrative Writing, Research Paper, Functional Workplace Document, Creative Writing (poetry and Shakespearean scene rewrite)

Listening and Speaking Requirement:

Oral communication skills will be practiced in class discussions and presentations. Students are required to speak to large and small group audiences several times throughout the course of a year and engage in weekly discussions with peers and a credentialed English teacher through class discussions, live seminars, and weekly forums. Multimedia and oral presentations will be an integral component of this course and students will use technology to develop digital literacy skills as they progress through the course.

Students will also have the following speaking opportunities:

- 3-5 minute persuasive speech
- Multimedia presentation of research topic
- Modern interpretation of Shakespearean scene
- Introduction video
- Presenting group projects
- Class discussions

English III

The focus of the English 11 course is to provide students the opportunity to engage in the following essential skills:

- Reading and understanding works of American writers
- Analyzing literature in terms of theme as well as political and cultural perspectives
- Completion of a variety of writing assignments including persuasive, descriptive, evaluative and formative essays.
- Expansion of vocabulary the understanding of the mechanics of spelling and grammar.

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- Oral communication of ideas through discussions and presentations.

Students are required to write essays and/or writing assignments throughout the course of the year, length ranging from 1-6 pages. They will also have several speaking assignments including a persuasive speech, power point presentations, group discussions, and group projects. Students are required to speak to large and small group audiences several times throughout the course of a year. Reading assignments include but are not limited to novels, short stories, and poems.

English IV

The English 12 course is designed to foster academic development to prepare students for the rigorous academic program of a four-year college or university, and college and career readiness. The course contains elements of reading, writing, language, speaking, and listening to develop high-order thinking skills. Throughout the course, students learn how to become analytical readers by tackling challenging and engaging texts from a variety of genres and literary periods. Students engage in critical reading, analysis, and academic discourse to become proficient reader, writers, speakers, and thinkers.

Creative Writing

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

AP English Language and Composition

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative

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essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques¹
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop
 - A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
 - An effective use of rhetoric, including tone, voice, diction, and sentence structure.

AP English Literature and Composition

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The course is designed to help students become skilled readers and writers through engagement with the following course requirements

- Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study

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- Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
- Revising their work to develop
- A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
 - An effective use of rhetoric, including tone, voice, diction, and sentence structure.

Algebra I

Algebra 1 is a first year course in the study of algebraic expressions, equations, inequalities, and functions. The content of this course is organized into 7 Big Ideas in order to help one understand how the math that is being studied connects to the real-world.

The 7 Big Ideas are as follows:

1. Properties
2. Variable
3. Equivalence
4. Solving Equations & Inequalities
5. Proportionality
6. Function
7. Modeling

Topics covered include simplifying expressions, real numbers, solving equations/inequalities, graphing equations/inequalities, writing linear equations/inequalities, absolute value equations/inequalities, systems of equations/inequalities, direct and inverse variation, exponents and exponential functions, polynomials, factoring, quadratic equations, rational expressions/equations, radicals, and connections to geometry.

Geometry

Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

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Algebra II

Algebra 2 centers around the study of functions. Functions can be used to model nearly any real world phenomena and serve as the basis for studying calculus. In the Algebra 2 course, students will be exposed to a variety of mathematical problems and situations and are expected to read mathematical problems actively and critically, write effective solutions to problems and projects, present solutions to problems effectively, employ multiple critical and creative thinking strategies in reasoning and problem solving and demonstrate a knowledge and appreciation of how mathematics can be used outside the mathematics classroom.

Probability & Statistics

This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Other topics include probability distributions, binomial distributions, sampling techniques, and experimental design. Measuring the probability of an event, interpreting probability, and using probability in decision making are the central themes to this course. This Statistics course is taught as an activity-based course in which students actively construct understanding of the concepts and techniques of statistics. Students will gain proficiency in accuracy and communication of statistical concepts throughout the course to include effectively communicating how methods, results and interpretations of data for any given experiment are valid. Students learn that writing complete responses using appropriate justification is a critical aspect of gaining statistical proficiency.

AP Calculus AB

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Pre-Calculus

The purpose of this course is to provide students with the tools they will need for college mathematics courses, particularly calculus. The course is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. Lessons are designed to facilitate teamwork and

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encourage students to pose conjectures, justify solutions, and defend their thinking.

In addition to covering all of the key concepts found in traditional pre-calculus (e.g. trigonometry, graphing functions, solving equations, and limits), it emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula.

Calculus

Topics introduced include functions and their properties, differentiation and integration and applications of derivatives and integrals, vectors, infinite series, and elementary differential equations. A graphing calculator is required for the course and will be used regularly as a tool for discovery and for confirmation of analytic work. A multi-representational approach is used throughout the course.

- Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.
- Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems.
- Students should understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems.
- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
- Students should be able to model a written description of a physical situation with a function, a differential equation, or an integral.
- Students should be able to use technology to help solve problems, experiment, interpret results, and support conclusions.
- Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
- Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Earth Science

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

Biology

Biology is a yearlong course designed to meet college entrance requirements as a laboratory science. Students will demonstrate the ability to use scientific skills and apply biological concepts to explain living organisms at the cellular and organ/system level, their interactions with the environment, and

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their life cycle.

The material presented in the course includes cell biology and basic chemistry, genetics, evolution and natural selection, human physiology of the human body and ecology. The Biology course is designed to give students an overview of the key concepts and theories in life science. It builds upon the concepts and skills taught in earlier science classes, and prepares students for a college level science course. Biology students will practice the scientific process to think critically about the phenomena they observe every day. They will make claims about their observations and support those claims with evidence and reasoning. And they will reflect upon and evaluate the validity of their experimental work products. The content is divided into units: cell biology, genetics, evolution, ecology, and physiology.

Chemistry

Chemistry presents the foundations of the physical matter of the world. This course will emphasize how chemistry is a part of our daily lives, for example, breathing oxygen or cooking dinner. Students will investigate how the interaction of matter and energy through dynamic processes impact the world around them. In science, students learn through inquiry. In order to achieve the course goals, students will:

- Demonstrate understanding of the fundamental concepts of chemistry.
- Practice appropriate laboratory techniques and analytic skills.
- Communicate scientific arguments using claim, evidence, and analysis

Physics

This is an introductory course in the foundations of physics. This course will help students develop an intuitive understanding of physics principles, as well as utilize their math training to solve problems. Laboratory learning will be a major component of the course to help students understand physics concepts as well as provide training in sound laboratory techniques. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.

AP Biology

The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

The following are Big Ideas:

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

Science Practices

Students establish lines of evidence and use them to develop and refine testable explanations and

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predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;
- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations

Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP Chemistry

The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. They encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world.

The following are Big Ideas:

- The chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms.
- Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Bonds or attractions that can be formed can be broken. These two processes are in constant competition, sensitive to initial conditions and external forces or changes.

Science Practices

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Chemistry students. Such practices require that students:

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- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;
- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations

Twenty-five percent of instructional time is devoted to inquiry based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP Physics

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

The following are Big Ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Science Practices

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Physics students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;
- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and

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- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations

Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Anatomy & Physiology

This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.

Social Studies 9

The theme of the course is "What does it mean to be human?" and explores the human condition through the arts, literature, philosophy, culture, geography, history and health. Lessons are drawn from classical texts of western and non-western cultures. The course provides students with a culturally enriching experience. The curriculum incorporates a dynamic study of human achievement while imparting the essentials of cooperative learning, the techniques of research, and the experience of oral presentation.

The Social Studies 9 course includes but is not limited to the arts of literature, painting, music, architecture, performing arts, and the discipline of philosophy. While the sciences explore the physical world, the social sciences make discoveries about the behavior and activities of people in various groups. The arts and humanities narrows that focus, probing the inner question: "What does it mean to be human?" as well as the grade level theme of "Know Yourself." This course will stretch students' imaginations, increase their understanding of non-western cultures, enrich their experience, expand their written and research skills, and increase their distinctively human potential. Study of the literature, arts, health, and social sciences will cover cultural diversity, ways of life, human interests, and values.

World History

World History is a year-long required course that explores the key events and global historical developments since the Paleolithic age that have shaped the world we live in today. Modern World History covers all aspects of human experience, ranging from economics, religion, philosophy, science, and literature and the arts to politics and law, as well as military conflict. The major historical units will include the following: Early Modern Times, Enlightenment and Revolution, Industrialization and a New Global Age, World Wars and Revolutions, and the World from 1945 to the Present.

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This course will illustrate connections between students' lives and those of ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will build upon their ability to read for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

US History since the Civil War

This is a year long course. It is a thorough course covering the history of the United States and builds on what was learned in World History. Students will review the nation's beginnings, democratic ideals, and industrial transformation. They will trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students will consider major social problems of our time and trace their causes in historical events. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

US Government & Politics

In U.S. Government and Politics, students examine the history, principles, and function of the political system established by the U.S. Constitution. Starting with a basic introduction to the role of government in society and the philosophies at the heart of American democracy, this course provides students with the knowledge needed to be informed and empowered participants in the U.S. political system.

Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments, students address critical questions about U.S. politics and the role of individual Americans in the politics and political organizations. In discussion activities, students respond to political opinions, take a position, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

US and Global Economics

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

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Geography & World Cultures

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

Multicultural Studies

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

AP Macroeconomics

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

AP Microeconomics

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income,

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market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

AP US Government & Politics

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including:

- Constitutional Underpinnings;
- Political Beliefs and Behaviors;
- Political Parties, Interest Groups, and Mass Media;
- Institutions of National Government;
- Public Policy; and
- Civil Rights and Civil Liberties.

An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts.

Course Goals and Objectives

Students successfully completing this course will:

- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

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AP US History

The AP U.S. History course focuses on the development of historical thinking skills and an understanding of content organized around seven themes:

- American and National Identity
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and the Environment
- America in the World

The course is divided into the following nine chronological periods (some units overlap chronologically due to the different concepts covered in each unit):

- 1491-1607
- 1607-1754
- 1754-1800
- 1800-1848
- 1844-1877
- 1865-1914
- 1890-1945
- 1945-1989
- 1980-present

In this course, students will develop the following historical thinking skills:

- Analyzing evidence: content and sourcing
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of continuity and change over time
- Periodization
- Argumentation

AP United States History will:

- Provide students with the thinking skills and enduring understandings necessary to deal critically with the main issues and documents of U.S. history
- Prepare students for intermediate and advanced college courses by making demands upon you equivalent to those made by full-year introductory college courses
- Enable students to assess historical sources — their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations of the past presented in historical scholarship
- Develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format
- Train students to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events
- Teach students to take notes from both printed materials and lectures or discussions, to write essay examinations, and to write analytical and research papers

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- Enable students to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others

Spanish I

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

Spanish II

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

Spanish III

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

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French I

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

French II

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

Art Appreciation

This course is designed for students interested in art. Students will learn how to draw by examining edges, space, light, and shadows. Students will develop an understanding of art history and how to use it in our work. Students will discover how to use different mediums and techniques in our work, and develop our own creative approach to making art. In the first semester, students will learn about art in world cultures, drawing, watercolor, and printmaking techniques. In the second semester, students will learn about color theory and art history, and they will create paintings and mixed media artworks.

Music Appreciation

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

Physical Education

This course aims for each student to make decisions that promote their overall health and wellbeing. The program is designed to help shape positive self-image while providing students with skills and strategies specific to a wide variety of movement and fitness opportunities. Students will develop cardiovascular endurance, muscle strength and endurance, and flexibility. Units of instruction include: introduction to kinesiology and physical education with personal

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fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, and individual, team, and recreational games.

Advisory

When students enroll at an Ednovate school, they are assigned to an advisor. In most cases, they will stay with the same advisor and/or advisory cohort for their whole four years in high school. Advisory is designed to build strong relationships between classmates, their advisor, and other students in their advisory. The advisor's role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

- Building healthy relationships and community
- Preparing students for a successful day
- Monitoring students' progress toward promotion
- Monitoring students' college and career planning
- Referring students for support services
- Communicating with students, their parents, and their teachers
- Assisting students when they are absent

Accreditation

Accreditation is critical to USC College Prep, Blue Campus as it impacts students' access to colleges and universities and career opportunities. Ednovate has a track record of successful accreditation for its first school, USC Hybrid High School, which received full accreditation (Grades 9-11) from the Western Association of Schools and Colleges (WASC) in its third year of operation.

In accordance with WASC's Initial Visit Procedures Manual, USCBC will submit a *Request for WASC Affiliation* to WASC and complete the *Initial Visit School Description* document in its first or second year of operation. Following the submission of required documentation, USCBC will work with WASC to schedule a site visit to establish initial accreditation for the grades it serves. USCBC will apply for full accreditation once it is fully enrolled through Grade 12 to ensure WASC accreditation prior to graduating the school's first class.

Transferability of USC College Prep, Blue Campus Courses

Per AB1994, all A-G courses will be transferable to colleges/universities or other public schools, and parent notification regarding transferability for all courses offered will be included in enrollment materials, student recruitment materials, and on published course offerings. Courses will be approved through UC Doorways and WASC to ensure transferability. Parent notifications will be provided in English and Spanish.

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Academic Calendar and Sample Schedules

Academic Calendar

USC College Prep, Blue Campus shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960. For each fiscal year, the school will offer, at a minimum, 175 days of instruction and 64,800 minutes of instruction for all students in grades 9-12.

Each spring, USCBC will set its calendar for the following year. The school uses a quarterly calendar with 8-10 weeks of instruction followed by 2- or 3-week breaks at the end of each quarter. Research has shown that for students who have traditionally been underserved, more frequent breaks provide an opportunity for remediation and tutoring (Ballinger, 1995), as well as a time for staff members to rest, reflect on the previous quarter, and plan for the upcoming quarter. Depending on the needs of its students, USCBC will offer credit recovery, tutoring, or other opportunities for remediation during breaks. A draft of the school's 2017-18 academic calendar can be found below in Figure 6.

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Table 7: LAUSD Instructional Minutes & Days Calculator

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	Yes	145	440		35	330			180	64800	75350	10550
10	Yes	145	440		35	330			180	64800	75350	10550
11	Yes	145	440		35	330			180	64800	75350	10550
12	Yes	145	440		35	330			180	64800	75350	10550

Weekly Schedules

As its base schedule, USCBC utilizes a block schedule with 75-minute periods. Students attend four core subject courses each day as well as an elective such as physical education or vocal ensemble. Also built into the schedule are two Advisory periods. Morning Advisory is a brief check-in that includes attendance, announcements, and uniform checks. Afternoon Advisory is longer and includes study hall and one-on-one counseling with individual students to ensure they are on track in all areas. Certain courses may alternate on students' schedules, and in those cases, students would have them either on "A" days or "B" days (such as physical education on "A" days and art on "B" days).

In order to prepare students for a college schedule, upperclassmen may have blocks of time during the week for "College Readiness Time." During College Readiness blocks, students set their own schedule based on their needs at the time; for example, a student who is struggling with Math may spend that time in Office Hours with their math teacher, while a student who is on track in all areas may use that time to collaborate with a group on a project or get ahead in an online module. With this type of scaffolded independence, USCBC students will be prepared for the transition to college in which they will need to manage their own time. Sample bell schedules can be found below.

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Figure 7: Sample Bell Schedules

9th & 12th Grade Grade		
Monday – Thursday Schedule		Mins
Time	Period	
8:00-8:15	Advisory	15
8:15-8:20	Passing Period	5
8:20-9:35	A1 or B1	75
9:35-9:40	Passing Period	5
9:40-10:55	A2 or B2	75
10:55-11:00	Passing	5
11:00-12:15	A3 or B3	75
12:15-12:20	Passing Period	
12:20-12:50	Lunch	
12:50-12:55	Passing Period	
12:55-2:10	A4 or B4	75
2:10-2:15	Passing Period	5
2:15-3:30	A5 or B5	75
3:30-3:35	Passing Period	5
3:35-4:00	Advisory	25

10th & 11th Grade		
Monday – Thursday Schedule		Mins
Time	Period	
8:00-8:15	Advisory	15
8:15-8:20	Passing	5
8:20-9:35	A1 or B1	75
9:35-9:40	Passing	5
9:40-10:55	A2 or B2	75
10:55-11:00	Passing	
11:00-11:30	Lunch	
11:30-11:35	Passing	
11:35-12:50	A3 or B3	75
12:50-12:55	Passing	5
12:55-2:10	A4 or B4	75
2:10-2:15	Passing	5
2:15-3:30	A5 or B5	75
3:30-3:35	Passing	5
3:35-4:00	Advisory	25

Friday Schedule		
Time	Period	
8:00 – 8:15	Advisory	15
8:15 -8:20	Passing	5
8:20 – 9:05	College Readiness/ Office Hours 1	45
9:05-9:10	Passing	5
9:10 – 9:55	College Readiness/ Office Hours 2	45
9:55 - 10:00	Passing	5
10:00 – 10:45	College Readiness/ Office Hours 3	45
10:45 - 10:50	Passing	5
10:50 – 11:35	College Readiness/ Office Hours 4	45
11:35 - 11:40	Passing	5
11:40 – 12:25	College Readiness / Office Hours 5	45
12:25 - 12:30	Passing	5
12:30 – 1:30	Advisory/Town Hall	60

Professional Development

Teacher Recruitment & Selection

USCBC recognizes that high student achievement depends on having excellent instructors in every classroom. Highly qualified teachers, as required by No Child Left Behind, will teach all core academic courses. English language arts, social studies, mathematics, science, foreign language, and visual and performing arts will be considered “core, college prep” subjects for purposes of NCLB Highly Qualified requirements.

As identifying top talent is critical for the school’s success, the school will use multiple strategies to attract and retain highly qualified teachers. USCBC will advertise positions on Ednovate’s website, www.ednovate.org, as well as a variety of online job boards and education publications. The school will also work with teacher preparation programs, such as USC, UCLA, and LMU to identify strong instructors.

USCBC will use a hiring process that reveals the alignment of candidates’ educational philosophy and skills with USCBC’s instructional approach. An online application screening will be the first step to ensure that candidates meet basic qualifications and to reveal the candidate’s alignment with USCBC’s mission and vision. Ideal candidates will have a track record of success in previous positions, a history of their own academic success, and a strong belief that all students can achieve at the highest levels. Candidates will participate in multiple interviews and, as feasible, demonstrate teaching skill through a demo lesson or video lesson. Administrators, teachers, parents, and students may participate in the hiring process; the Principal is ultimately responsible for hiring teachers and staff members.

It is a goal of USCBC to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. The school will attract and retain high-performing teachers by offering a competitive compensation package and by creating an attractive and highly innovative work environment. At USCBC, teachers will be given the opportunity to innovate in their classrooms as the school develops and refines its blended technology model year after year. With a 1:1 student to computer ratio and ample technology provided to staff, teachers will be able to leverage technology to make their career more sustainable. USCBC’s unique advisory program will also appeal to teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed.

In addition to having excellent instructors in every classroom, USCBC is also committed to hiring talented administrators and classified staff. Positions will be advertised similarly to teaching positions, and qualified applicants will go through a rigorous selection process including application screen, phone interview, and in-person interview(s) to identify candidates who are the most qualified for each position.

Ongoing Professional Development

USCBC’s calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction. USCBC’s instructional model involves sophisticated, innovative educational practices that take time to develop fully.

Every summer, teaching staff will return to work in the middle of July for several weeks of intensive teambuilding and professional development. Professional development begins with a strategic focus on building a functional team. Teambuilding is followed by professional development for all teachers in a variety of areas, including USCBC’s instructional model, the use of data in decision-making, school culture-

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building, the use of technology in the classroom, how to ensure staff is serving all learners' needs, and students' social-emotional well-being.

Because teachers are empowered with a high degree of autonomy (balanced with accountability for achieving results), new-to-Ednovate teachers in particular receive a significant amount of coaching and direct support from administrators as they develop their first course. They get training around module development, creating performance tasks, and even the technical aspects of how to create Canvas courses and work with Google Docs. They also have access to other Ednovate teachers' courses in Canvas so, for example, a 10th grade math teacher can use another 10th grade math teacher's course as a starting place for their own course. By the end of summer professional development, teachers are expected to present their first quarter's curriculum to their grade level team for feedback.

During summer professional development, operational topics such as the staff handbook, school data systems, school policies, and school operations are covered as well.

Throughout the school year, students will be dismissed at 1:30pm on Fridays to allow for ongoing staff professional development. Topics for these sessions vary depending on the needs of the teachers as seen through their student achievement data and are always grounded in data, whether it is academic, discipline, attendance, or other data. Likely PD topics for the school's first year of operation include: ACT CCRS/ California State/ ELD/ Next Generation Science standards, special education supports, the RTI process, data analysis, school culture, positive behavior strategies, English Learner supports, personalized learning best practices, mastery-based grading, and mental health and wellness. There will also be time allotted for grade level teams and/or department teams to meet to share best practices, tackle challenges together, and analyze data across the grade level or department.

In addition to Friday afternoons, the academic calendar includes pupil-free days between each quarter to allow for longer, more in-depth professional development for teachers and staff.

Professional Development activities will be led by administrators, grade level chairs, veteran teachers and/or outside consultants.

Individual teacher performance support will begin with regular informal classroom visits by the Principal or other administrators and include bi-annual formal observations with follow-up meetings and evaluations that provide opportunities for staff to reflect critically on their own practice. Teachers will also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development will help build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers will share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

Meeting The Needs of Diverse Learners

English Learners

USC College Prep, Blue Campus will identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners will 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. The school will adopt its own English Learner Master Plan.

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Identification, Assessment and Progress Monitoring

USCBC will meet all federal and state requirements for serving English Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking reading, and writing.

Services to English Learners begin with identification. When students enroll at USC College Prep, Blue Campus, every effort will be made to obtain their cumulative record in order to identify their English Learner status. In the absence of a cumulative record, USCBC will use the Home Language Survey to determine whether English is a student's home language. All students for whom USCBC has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) within 30 days of initial enrollment for any new student to determine their English language proficiency level. When appropriate, these students will also be assessed in their primary language to determine academic skill levels. Students who have been CELDT tested before will be assessed at least annually thereafter between July 1 and October 31 until a student is redesignated as fluent English proficient. USCBC will reclassify English Learners once they have met criteria in the following areas: English class grades, performance on interim assessments, CELDT scores, teacher input, and optional parent input. USCBC will also monitor the progress of students reclassified as Redesignated as Fluent English Proficient (RFEP) to ensure that they maintain English proficiency, will retest any students who appear not to maintain proficiency, and may reclassify these students as ELs once again if indicated by the school's criteria.

USCBC will use a systematic, ongoing process to monitor ELs' progress toward English proficiency, including Long Term English Learners (LTELs). In this highly personalized environment, teachers and staff will understand the needs of each student and combine the support of advisors, teachers, counselors, and administrators to meet each student's needs. Teachers will use formal and informal assessment data, including annual CELDT/ELCAP scores, interim assessments, pre/post assessments, the speaking and writing portions of performance tasks, CAASPP performance, and daily performance in coursework to monitor student progress and to modify instruction to meet students' needs. Teachers will regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels. If students are not meeting mastery toward ELD and/or academic standards, teachers will employ a cycle of instruction whereby teachers assess student progress, analyze patterns and trends pertaining to student mastery, and develop an action plan tailored to the student's personalized learning needs. Reclassified English Learners' progress will be monitored in the same way, excluding annual CELDT/ELCAP assessments.

The school will evaluate its EL programs through regular subgroup analysis of its interim assessments and end-of-year assessment data, continuously monitoring any discrepancies in performance between English Learners, RFEP students, and their Fluent English peers.

EL students will be classified by the Proficiency Level Descriptors (PLDs) found below:

- ***Emerging:*** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- ***Expanding:*** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

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- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English Language Development Supports

USC College Prep, Blue Campus will provide a variety of supports to ensure that English Learners are able to be successful in mastery of academic and ELD standards.

USC College Prep, Blue Campus will hire highly talented staff members who are qualified to teach English Learners. The school will employ a teaching staff that holds specialized certifications or the equivalent training toward the Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language and Academic Development (CLAD) to work with English learners as required by NCLB and state requirements monitored by the California Commission on Teacher Credentialing. Additionally, the school will provide an ongoing program of staff development to prepare teachers to support English Learners in continued English development and mastery of academic and ELD standards.

The Charter School, in alignment with the English Language Development (ELD) standards, will prepare all students for college-level reading, writing, speaking, and listening. To that end, all students, including English Learners, receive more instruction in English Language Arts and Reading than is typical for a high school: every day, students will have 75-minute periods of English and 75-minute periods of Social Studies with a strong emphasis in reading skills. Through their performance tasks, all students, including English Learners, also get significant amounts of practice in speaking and listening. Given the high degree of overlap between the ELD standards and the Common Core-aligned literacy instruction that will take place every day, English Learners are expected to make steady progress in their language development.

Teachers of English Learners will have access to and be aware of students' CELDT/ELPAC results, and those results, alongside other types of assessment data, will inform their instruction of ELs.

The academic model at USCBC will be, by design, highly personalized and built to allow for maximized differentiation across all academic ability levels as well as English Learner status. Online or offline, instruction will be differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways so all students can demonstrate mastery of the standards. The use of digital platforms allows teachers to efficiently provide scaffolds or accommodations for individual students, including English Learners, giving students personalized resources and tasks based on their individual needs.

Given the nature of the school's self-paced learning facilitated by use of technology, teachers will have access to a constant flow of real-time data to assess student progress in the moment and deliver the right interventions at the right time. With real-time analytics, teachers will be able to take action immediately to provide students with personalized support, providing interventions such as one-on-one or small group instruction or scaffolded assignments. This differentiation will allow most English Learners to be successful in grade level coursework in the general classroom where they will also benefit from exposure to academic language with their English Only and Reclassified peers.

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Within the classroom setting, teachers will use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding so students can access the content. The SDAIE approach includes the following types of supports, which USCBC teachers will employ as needed:

- Maintaining rigorous instruction and high expectations for all students
- Creating a safe, supportive classroom environment
- In online and offline instruction, speaking slowly and clearly, or selecting online content that is slow and clear, and controlling vocabulary for students who are learning English
- Using context clues, such as gestures and color-coding materials
- Providing additional comprehensible input, such as graphic organizers, additional examples, and analogies
- Additional checks for understanding
- Pre-teaching
- Pre-reading and pre-writing
- Modeling of activities
- Building background knowledge
- Using technology such as Achieve3000 and Newsela to provide grade level coursework at students' Lexile levels
- Strategic grouping of students, both homogeneous and heterogeneous.

In addition to SDAIE, English Learners will receive designated ELD support in small group settings within the general education classroom. Given the Charter School's personalized model, nearly all instruction, including for subgroups with different needs, takes place within the regular classroom, with teachers working to provide individual students with the instruction they need to be successful. For English Learners who would benefit from designated ELD instruction, the most common way for that instruction to happen would be through one-on-one or small group instruction in the general education classroom.

For students with lower levels of English proficiency, USCBC may also offer the core content courses in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed especially for EL students; the classes use a wide range of scaffolding strategies to increase meaningful input for students. The curriculum content for the sheltered English classes will be the same as in the English only courses. Other features of USCBC's unique academic model will also support the academic achievement of English Learners, such as its mastery-based grading (MBG) model. Mastery based grading is a system of grading students based on their demonstrated levels of mastery of essential content and skills. Rather than earning points for completing an assignment, students must demonstrate a level of mastery on all assignments. In this model, students may make multiple attempts to demonstrate mastery on a task, skill, or quiz. For English Learners, this contributes to the safe, supportive learning environment that allows for increased language development and gives students whose language skills are developing increased opportunities to demonstrate mastery.

Like any students who may need additional supports, English Learners will have access to a wide variety of out-of-class supports. Interventions will vary depending on the needs of the individual student, but may include office hours/tutoring with their teachers, additional time after school or over the summer for any courses they did not pass or still need to complete, and other types of remediation offered in between each quarter. Reteaching/remediation will utilize research-based strategies that have been shown to support English Learners, such as pre-teaching, pre-writing, and pre-reading, providing additional comprehensible input, strategic grouping of students, and using online resources that provide grade level coursework at students' Lexile levels.

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Parent Notification and Involvement

USC College Prep, Blue Campus seeks to engage all parents in their students' academic progress, and that includes the parents of English Learners. USC College Prep, Blue Campus will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results.

Parents or guardians will be informed of their rights, and they will be encouraged to provide input in the reclassification process.

USC College Prep, Blue Campus shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

If USCBC has more than 21 English Learners, the school will form an English Learner Advisory Council (ELAC).

Gifted and Talented Students and Students Achieving Above Grade Level

At USC College Prep, Blue Campus, instructors and administrators will regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as achieving above grade level in a given area as a result of any of the assessments described in Element 3, grades, or teacher observation.

Given the rigorous nature of the academic program at USC College Prep, Blue Campus and the personalized, self-paced learning that takes place in all classrooms, all students will be challenged to reach their intellectual potential through the regular instructional program. Differentiation is an inherent part of the academic program, and students who have been identified as gifted or who are achieving at high levels will receive differentiated, personalized instruction at their level. USC College Prep, Blue Campus will therefore not offer a formal separate Gifted and Talented Program. Students who are achieving above grade level will be challenged to reach their potential in the following ways:

- Access to a rigorous, high quality, college preparatory curriculum
- Online, self-paced coursework that allows them to advance through material as quickly as they are able to, creating the opportunity for them to access higher-level content
- Project-based learning
- Honors and AP classes
- Extracurricular activities that allow them to explore new hobbies and interests and develop their leadership skills

USCBC parents will be informed about their students' progress in multiple ways. All parents will receive progress reports every two weeks with their students' grades and progress toward scorecard goals. Parents will also have access to the student information system Illuminate's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents will be asked to come in for 1:1 conferences with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data.

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The performance of gifted students will be monitored by their teachers and advisors through interim assessments, pre/post assessments, performance tasks, CAASPP performance, CELDT performance, and performance on daily coursework.

Students Achieving Below Grade Level

At USC College Prep, Blue Campus, instructors and administrators will regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as needing additional support in a given area as a result of any of the assessments described in Element 3, grades, or teacher observation.

USCBC ensures that academically low achieving students succeed by offering differentiated instruction, through responsive problem solving as issues occur, and by continuously monitoring student progress and intervening as needed. The academic components of these approaches are implemented through a Response to Intervention (RTI) framework. Response to Intervention (RTI) identifies three tiers of instruction and intervention provided to students who struggle with academic work:

- ***Tier 1*** — consists of high-quality core instruction founded on research-based best practices and delivered to all students.
- ***Tier 2*** — involves instructing students in "pull-out intervention." This typically consists of a group of students who receive focused instruction in study skills, problem solving, and other areas needing improvement.
- ***Tier 3*** — is a more concentrated form of pull-out intervention in which specialized teachers work with students, either one-on-one or in small groups, to develop basic skills.

Tier 1

USCBC's overall instructional design addresses barriers commonly faced by academically low achieving students with:

- ***Individualized Pacing:*** Students have more time to achieve mastery and are able to work at their own pace.
- ***Project-Based Learning:*** Students who struggle to demonstrate mastery through traditional paper tests have the chance to excel as they demonstrate mastery on standards-aligned projects in a variety of ways and utilizing a number of different learning modalities.
- ***Development of Learner Autonomy:*** USCBC will work explicitly to develop students' autonomy so that they learn to take responsibility for managing their time, productivity, and quality of work and learn to self-monitor to recognize when they need to seek help. Though staff will support students as they develop these skills, ultimately the development of student autonomy will enable students as self-directed learners who seek help when they need it.
- ***Advisory:*** The school's Advisory model ensures that all students have a close relationship with at least one adult on campus who ensures their progress toward promotion requirements each year. With this structure in place, students are supported in frequent data-driven self-reflection and goal-setting and are empowered to identify resources, such as additional help from teachers, when they need it to ensure that they continue to progress.

Tier 2

USC College Prep, Blue Campus utilizes quarterly benchmark assessments to measure student progress. After every assessment, teachers analyze the results together in data conferences and plan how to effectively teach students of all levels in the next quarter. They intentionally plan differentiated lessons using such strategies as variations in grouping and modifications to the curriculum. Throughout the quarter, student progress will be monitored on an ongoing basis by the assigned teacher of each course and by each student's Advisor. When students do not keep up with expected pace or performance for a course,

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the grade level team led by the student's Advisor will assist with problem solving and plan for needed supports for students.

If the strategies in place are deemed unsuccessful after initial interventions, struggling students will be referred to the Student Success Team. This team, comprised of the referring teacher, an administrator, the parent, and the student, will discuss and document concerns and develop and implement an action plan that targets the specific needs of the student. A follow-up meeting will then be scheduled to assess whether documented interventions proposed by the team have been successful. This cycle will repeat, using the Response to Intervention framework, until students are achieving. Referral for assessment to determine eligibility for special education services may occur after reasonable and consistent accommodations and modifications have been implemented and determined to be unsuccessful.

Tier 3

The school also offers additional out-of-class interventions for students who need support beyond the regular classroom interventions.

- ***Credit Recovery:*** Students who earn a “D” or “F” in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery gives students more time to demonstrate mastery of standards, often with different materials addressing the same skills and additional scaffolds beyond what they had in the original course. The change of setting and second opportunity to demonstrate mastery with additional support often allows students to be more successful the second time. Credit recovery will be offered four times per school year, so students have ample opportunities to make up coursework immediately following each academic quarter
- ***Summer School:*** The school's summer school program features an intervention course that supports the core English and math curriculum by providing instruction on the fundamental skills and concepts needed for success on this assessment. A similar course offered during summer school, ACT intervention, provides intervention supports for students who failed to meet a minimum ACT score requirement during the school year.

USCBC parents will be informed about their students' progress in multiple ways. All parents will receive progress reports every two weeks with their students' grades and progress toward scorecard goals. Parents will also have access to the student information system Illuminate's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents will be asked to come in for 1:1 conferences with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data.

Socio-economically Disadvantaged Students/ Low Income Students

USCBC expects that many of its students will qualify as socio-economically disadvantaged, which means that they are more likely to be exposed to a range of risk factors associated with low academic achievement. These students will be identified by their free or reduced lunch status. To ensure that all students graduate from USCBC prepared for success in college and in life, the school's mission, vision, and instructional program are designed to provide and ensure equal access for all students, particularly those students who are considered socioeconomically disadvantaged.

USCBC will support students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential. The school's leadership is committed to working diligently to place a full range of social services within reach of families who need them. To that end, the school will provide counseling services to students who need them. When applicable, the school may refer families to outside counseling services as well. Over time, as other needs are identified, USCBC will bring in community support services for families or refer families out to them as needed. The Charter School will also provide free uniforms and school supplies to families

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who need that assistance, as well as subsidized TAP cards for socioeconomically disadvantaged students who take public transportation.

The Charter School will utilize a variety of instructional approaches that research and other high-performing public schools like KIPP and Noble have shown support socio-economically disadvantaged students' learning; the Charter School will also provide opportunities to give students enriching experiences similar to what their non-socioeconomically disadvantaged peers may have access to.

Instructional and enrichment supports include the following:

- More time to increase the number of optimal learning moments per day and throughout the school year, including an extended school day and summer school for students who need it
- College-going culture
- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- Explicit instruction of the growth mindset (Blackwell, et. al., 2007)
- Maintaining high expectations
- Multiple ways to learn
- Tutoring and homework support
- Field trips and college visits
- Inclusion of parents
- Building meaningful student-student and student-adult relationships

USCBC will also support socioeconomically disadvantaged students by creating a safe, supportive school culture. The school's emphasis on a warm and strict school culture, close relationships and school norms will achieve an environment in which people treat each other well and make the school an emotionally restorative environment. In hiring, USCBC will seek candidates who demonstrate a genuine passion for working with high school students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students' focus and feelings of security.

Socioeconomically disadvantaged students' progress will be monitored through interim assessments, pre/post assessments, performance tasks, CAASPP performance, CELDT performance, and performance on daily coursework.

Students With Disabilities

USC College Prep, Blue Campus recognizes its responsibility to enroll and support students with disabilities. USCBC pledges to work in cooperation with LAUSD to ensure that a free and appropriate education is provided to all students with exceptional needs.

To the maximum extent appropriate, USC College Prep, Blue Campus students with disabilities will be fully included in the instructional and educational programs with children who are not disabled. Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs. Support within the general education program will include:

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- **Accommodations:** Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.
- **Modifications:** Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.
- **Co-planning:** A process by which a general and special education teacher share planning, modifications, and evaluation of instruction and behavioral support.
- **Co-teaching:** A general and special education teacher share instruction, planning, behavioral support, and grading for all students.
- **DIS Support (integrated):** The provision of itinerant support services within the general education class (LAS, DHH, VI, etc.).
- **Inclusion:** The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Support outside of the general education program will include:

- **DIS pullout:** The provision of itinerant support services outside of the general education classroom
- **Special Education pullout:** The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time.

Instructional planning for special education students will mirror the instructional planning for all students. The learning environment at USCBC emphasizes personalized learning and meeting the needs of each individual learner, an academic model that is highly conducive for students with special needs. Accommodations and modifications will be implemented to support special education students' access to and mastery of the curriculum.

USC College Prep, Blue Campus will review IEPs annually and will meet all requirements of the IEP in accordance with IDEA regulations.

Foster Youth

USC College Prep, Blue Campus recognizes and takes seriously its responsibility to support foster children, students who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. These students will benefit from many of the supports described above for socioeconomically disadvantaged students and students achieving below grade level, including socioemotional supports from the Counselor and other caring adults on campus. Advisors will be responsible for monitoring the progress of foster youth toward their academic and promotion requirements, and the Counselor will be responsible for overseeing socioemotional supports and other supplementary services.

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A Typical School Day

A visitor to USC College Prep, Blue Campus would see the school's vision and values in practice throughout the day. The building, a warm and welcoming environment decorated with inspirational quotations and colorful college pennants, opens at 7:00 a.m. for students who choose to arrive early. Students are greeted by a staff member who checks to make sure that they are set up for a successful day by being in full uniform, including their USCBC polo shirt. Students catch up on homework, socialize with friends, and enjoy a nutritious breakfast before the day begins.

At the beginning of the 8 a.m. passing period, the Principal joins the students in the Cafeteria to greet them, make any important announcements for the day, and kick off the morning with a positive message. When the bell rings and students are dismissed, they walk with urgency to their advisor's classroom for Morning Advisory. This brief session is just enough time for Advisors to take attendance, collect forms like field trip permission slips, and again provide a positive motivating message for students to carry with them throughout the day.

After Advisory, students transition to their regular academic classes. Throughout the building, there is an emphasis on rigorous, standards-based instruction. All lessons, online and offline, are standards-based and objective-driven, and students spend almost every minute of each 75-minute class period working and thinking hard. Before they leave, the teacher checks for understanding in a measurable way so s/he has useful real-time data going into the next day's lessons.

On a typical day, students have their four core subject area classes as well as one A-G elective course or physical education. A sample student schedule is below.

Sample Schedule
Advisory
Math
Science
Lunch
Social Studies
English
Physical Education
Advisory

In their core classes, students experience a variety of learning formats with each student getting the right instruction for their needs at the right time. On a typical day, students will work independently in some of their classes on online modules, teacher-created lessons that students complete online at their own pace. In some classes, students may log in to an online curriculum such as Apex Learning or online lesson from Khan Academy to pick up where they left off the day before. In other classes, students access the day's lesson from an online learning management system where the assignment is posted online. Students can follow links to relevant articles, YouTube videos, digital science labs, or online assessments that will be necessary to complete the assignment. To facilitate this type of learning, students are each equipped with

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a Google email address and access to Google Apps for Education so they can easily share assignments with their teachers and with their classmates for group projects. Teachers are equipped with software that enables them to monitor each student's computer screen so they can easily intervene if they notice a student needs additional support or a reminder to stay on task. Students are mentally engaged from bell to bell, and teachers are free to circulate through the classroom providing individualized support and interventions as needed.

In other classes, students are partnered or grouped dynamically to work on projects, performance tasks, literature circles, and other types of online and offline tasks. While many types of activities take place on a typical day, visitors would see that in every classroom, students are engaged and working at a rigorous level to master content standards. Each student's learning is highly personalized, tied to a deeper purpose, and intended to instill specific mindsets to allow for success in college and in life.

In the middle of the day, students are offered a nutritious lunch. USCBC takes part in the National School Lunch Program and is committed to providing healthy, fresh breakfasts and lunches to students every day. In the cafeteria, students model appropriate lunchroom behavior by staying seated, speaking with indoor voices, and keeping the cafeteria clean.

After lunch, students attend their afternoon academic courses. The school day ends with Afternoon Advisory, a session of at least thirty minutes that is a hallmark of USCBC's college preparatory program. In Advisory, the Advisor meets with a group of 20-30 students of the same gender who will make up the same advisory for their whole four-year tenure at USCBC. The Advisor's goal is to ensure that all students are on track for promotion every year and for graduation at the end of their senior year. S/he uses the scorecard described in Element 3 to drive conversations with his/her advisees on their progress toward each of the promotion and graduation requirements. On most days, students use their Advisory period as a study hall while the Advisor meets one-on-one with individual students on a rotating basis to look at their individual data on the scorecard and set goals accordingly. If many students are struggling in the same area, the Advisor may create a whole-group lesson plan addressing that area (for example, recurring behavior issues or challenges with homework completion). Advisory helps to ensure that no student falls through the cracks and that 100% of USCBC students are accepted to a four-year college by the time they graduate.

When the bell rings at 4:00 p.m., students are dismissed from Advisory. Some students leave at that time; many choose to stay for after school activities like tutoring, sports, and clubs.

Student Dress Code

In order to ensure a safe, professional learning environment for students and prepare them for future careers, the Charter School will strictly enforce the Ednovate dress code. The dress code consists of a school polo shirt (tucked in), sweatshirt, or sweater; solid black dress pants or skirt; all black dress shoes; and a black belt. Students must wear Physical Education (PE) uniforms with tennis shoes when in PE class.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES &
ELEMENT 3 – METHODS BY WHICH STUDENT 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

Measurable Goals of the Educational Program

USC College Prep, Blue Campus has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). For a complete list, please see Element 1, *The Requirements Of California Education Code §47605(B)(5)(A)(ii)*.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

For a list of summative assessment targets, please see Element 1, *The Requirements Of California Education Code §47605(B)(5)(A)(ii)*.

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Summative assessments include the ACT exam, the CAASPP, teacher-created final exams, and/or standards-aligned benchmark assessments in required core courses. Instructional staff will compare beginning and end of the year assessments to show student growth over time with respect to student outcomes. Additionally, culminating performance assessments may be used as benchmarks and summative assessments to determine proficiency levels according to pre-established criteria.

Table 8 summarizes additional student outcomes and measurement instruments by subject area. The school reserves the right to adopt supplemental assessments appropriate to the needs of its student body. The frequency of objective means to measure student outcomes will vary according to such factors as grade level, subject matter, the outcome of previous measurements, and information that may be collected from anecdotal sources.

Table 8: Student Outcomes and Measurement Instruments by Subject Area

Subject Area	Outcomes	Measurement Instruments
English-Language Arts	Students, including all subgroups, read, write and speak effectively for a variety of purposes, are familiar with a broad range of literature, and possess grade-level skills in literary analysis.	<ul style="list-style-type: none"> - Standardized tests (ACT, CAASPP) - Diagnostic assessments - Performance tasks - Standards-aligned interim assessments - Teacher observation
English Language Acquisition	Students, including all subgroups, demonstrate improved understanding and use of the English language in reading, writing, speaking and listening skills appropriate to academic and social settings at their grade level.	<ul style="list-style-type: none"> - Standardized tests (CAASPP, CELDT and ACT) - Standards-aligned interim assessments - Teacher observation - Optional parent input
Mathematics	<ul style="list-style-type: none"> - Students, including all subgroups, master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry) - Students, including all subgroups, develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately 	<ul style="list-style-type: none"> - Standardized tests (CAASPP, ACT) - Diagnostic assessments - Performance tasks - Standards-aligned interim assessments - Teacher observation
History-Social Science	<ul style="list-style-type: none"> - Students, including all subgroups, develop grade level Common Core literacy skills that allow students to read and analyze non-fiction texts - Students, including all subgroups, develop grade level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation. - Students, including all subgroups, possess core knowledge about U.S. and 	<ul style="list-style-type: none"> - Diagnostic assessments - Standardized tests (ACT) - Performance tasks - Standards-aligned interim assessments

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	world history and geography, civics, and economics as well as understand the past and its relationship to the present	
Science	<ul style="list-style-type: none"> - Students, including all subgroups, develop and ask meaningful questions and conduct careful investigations to test a hypothesis - Students, including all subgroups, select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation. - Students, including all subgroups, possess core knowledge in the physical, life, and earth sciences 	<ul style="list-style-type: none"> - Diagnostic assessments - Standardized tests (ACT) - Labs - Standards-aligned interim assessments - Performance tasks
Performance Tasks	<ul style="list-style-type: none"> - Students, including all subgroups, gain a deep sense of purpose and are inspired to make a positive multigenerational change - Students, including all subgroups, create and present rigorous cross-curricular projects using multiple modalities (including oral presentation and written skills) 	<ul style="list-style-type: none"> - Critical thinking rubric
Foreign Language	Students, including all subgroups, read, write, speak and comprehend a foreign language to a basic level	<ul style="list-style-type: none"> - Performance tasks - Standards-aligned interim assessments
Visual and Performing Arts	Students, including all subgroups, are familiar with and appreciate various visual and performing art mediums	<ul style="list-style-type: none"> - Performance tasks - Performances - Standards-aligned interim assessments
Physical/Health Education	Students, including all subgroups, understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills	<ul style="list-style-type: none"> - California Physical Fitness Test - Written health test
College Readiness and Placement		<ul style="list-style-type: none"> - EAP exam - AP tests

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

The use of data is fundamental to the culture of USC College Prep, Blue Campus in all areas, but especially in informing the instructional program to ensure that the school's primary goal of increased academic achievement for all students is met. At all levels of the organization, from students to teachers to school leadership to the Ednovate network office, members of the Ednovate community utilize data to drive all important decisions impacting teaching and learning. While the school's academic model is built to evolve, Ednovate and USC College Prep, Blue Campus are clear about goals and intended outcomes, and

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everyone throughout the organization is held accountable for collectively and individually achieving those goals.

The school will use a variety of assessments to inform student progress throughout the school year.

Baseline Assessments

USC College Prep, Blue Campus will use a released ACT exam to establish a baseline for student performance and to document progress over time in English language arts, reading, writing, and mathematics. Diagnostic assessments will be administered to new students at Orientation each summer before the start of each school year. USC College Prep, Blue Campus will use CCRS-aligned diagnostic assessments in English language arts, mathematics, science, and reading. These assessments will be used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress will be monitored regularly. When student progress is not at the desired level, the Student Success Team will be used to prescribe and monitor the effectiveness of interventions or other courses of action and to continue to monitor student progress in Response to Intervention until success is achieved. Additionally, the CELDT assessment will be used as a baseline for English proficiency.

Formative Assessments

During the school year, teachers will conduct formative assessments of student progress using a variety of measures. Students will be assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, teacher-designed quizzes and tests, performance assessments, teacher observation, skills inventories, and homework and class work. These assessments will help teachers regularly adjust instruction according to students' progress and ensure that instruction is differentiated to meet each individual student's needs. These tools provide teachers with a snapshot of each student's mastery of standards at regular intervals.

- ***Interim Assessments (quarterly)***: Interim assessments are aligned to the ACT College & Career Readiness Standards for each grade level and subject area. They are intended to identify areas for re-teaching and/or intervention, to familiarize students with the content and format of such standardized assessments as the ACT and the CAASPP, and to predict student mastery of the California State Standards. USCBC will administer interim assessments four times per year. The results from these assessments will integrate with the school's online student information and assessment system, Illuminate, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow the school to monitor student progress in all subject areas to assess where learning is breaking down and what areas need to be targeted and retaught if necessary.
- ***Performance Tasks (quarterly)***: USC College Prep, Blue Campus's instructional design incorporates projects as a foundational component. Through projects embedded in their coursework, students will explore a different theme each year: "know yourself," "know your community," "know your nation" and "know your world." Projects are intended to give USCBC students a deep sense of purpose and inspire them to make a beneficial contribution to their communities, aligning with the school's mission of Positive Multigenerational Change.
- ***Real-Time Data (ongoing)***: Because of the online coursework that is a significant part of the school's instructional model, teachers have access to a constant flow of real-time data with which to evaluate students' progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (such as one-to-one instruction, small group pullouts, reteaching/remediation using another modality, or peer-to-peer support), in the moment to ensure that instruction is constantly meeting the needs of all students.

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USC College Prep, Blue Campus shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, USCBC will utilize diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

Table 9: Schedule of Assessments

Assessment	Description	Assessment Schedule
State-required assessments	CAASPP, CELDT	Annually as required
Diagnostic assessments	Subject-area diagnostics	Annually
Internal assessments	ACT pre/post-tests, interim assessments, final exams, quizzes and exit tickets	Biannually, quarterly, Ad-hoc
Project-based assessments	Cross-curricular projects	Annually
College readiness and entrance assessments	ACT, EAP	Annually for appropriate grades
Other assessments	AP tests, CA Physical Fitness Test	Annually as needed

Accountability for Results

The Principal will have the primary responsibility and accountability to the school community for implementing the guiding principles, curriculum, and instruction and ensuring that each and every student gets what he/she needs to achieve individual and school performance goals.

The Principal of USC College Prep, Blue Campus will be accountable for demonstrating progress toward and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*, or equivalent federal/state requirements as dictated by ESEA. The Board of Directors of Ednovate, Inc. is responsible for monitoring academic progress and documenting and publishing results to the parents, school community, and the community of Los Angeles.

The Board of Directors of Ednovate, Inc. will monitor, document, analyze, and publish implementation results and student outcome results. Ongoing evaluation will serve to document exemplary teaching practices, provide longitudinal data for continuous improvement, and inform parents and the community on the degree to which USC College Prep, Blue Campus is achieving its stated goals for individual students and the school.

Using Data to Inform the Instructional Program

USCBC will utilize a scorecard system developed in-house in Google Spreadsheets to monitor all students' progress toward academic and non-academic goals, as well as other areas such as student retention and school operations. The scorecard will provide a quick, easy to read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. All staff members view the scorecard at least weekly. Teachers will be able to drill down to the individual student level to see a student's progress in each of the areas. The scorecard will be updated by the Principal or his/her designee, at minimum, on a weekly basis so nearly real-time data can be used for decision-making at

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every level from schoolwide policies to individual students' daily academic and behavior goals. USCBC is committed to transparency and accountability, and thus data is shared widely.

The scorecard will drive a number of important conversations and decisions throughout the school community:

- **Instructors:** On weekly professional development days, the entire staff will review the schoolwide scorecard, discuss any changes from the previous week, and plan ways to improve in any areas of concern. If there are common trends throughout the school, that will suggest to the administration that the whole staff may need professional development in a certain area to better support students. Also on a weekly basis, teachers will meet with their grade level teams to look more closely at the progress of the students in their grade level. The grade level team may identify areas where the whole grade level needs more support or they may identify individual students that require certain interventions. In addition to scorecard data, instructors gather instructional data through quarterly interim assessments and through daily coursework, including quizzes, essays, etc., to monitor student progress over time.
- **Advisors:** All USCBC instructors will also serve as advisors. In their capacity as advisors, they will work closely with a cohort of 20-30 students over the course of their four years in high school. Advisors will use the scorecard to guide counseling/ data conferencing sessions with their advisees. Approximately every two weeks, advisors will meet one-on-one with each of their advisees to review each student's progress in each of the promotion/graduation requirements and set goals for the student.
- **School Administrators:** The school's leadership team will meet weekly, using the scorecard to assess schoolwide progress from the previous week, identify trends, and plan schoolwide initiatives and interventions. The leadership team will also use this time to plan highly responsive weekly staff professional development based on what the data shows is needed at that time. In addition to scorecard data, school administrators gather instructional data quarterly through interim assessments, and daily through classroom observations and coaching, including student progress from each class, to monitor progress over time.
- **Students:** As referenced above, students will review data in their 1:1 sessions with their advisors and receive coaching toward their personal goals. Students will also have real-time access to grades, attendance, and assessment data through Illuminate, the school's student information system, as well as frequent, real-time feedback from their online modules and from their teachers' interventions during the class period.
- **Parents:** USCBC parents will receive progress reports every two weeks with their students' grades and progress toward scorecard goals. Parents will also have access to Illuminate's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents will be asked to come in for 1:1 conferences with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data. Scorecard data will also drive parent meetings to ensure that student outcomes are central to all decision-making.
- **Board:** The Board of Directors is kept up to date of progress toward goals through the same scorecard system that all staff members use. Board members receive a weekly email from the CEO that includes the scorecard as well as other highlights from the week.

Student Information System

All Ednovate schools will use a common student information system (SIS) and data assessment system to ensure alignment across schools. At this time, the SIS in use is Illuminate.

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Grading System

USC College Prep, Blue Campus will use a standard grading scale for all students. See Table 10 below for the full scale. Honors classes are awarded a ½ point bonus and Advanced Placement classes are awarded a 1-point bonus when calculating weighted grade point averages. Pass / Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have an 80% to earn credit and pass a pass/fail class.

Table 10: USC College Prep, Blue Campus Standard Grading Scale and GPA Factor

Grade	%	GPA Factor	Grade	%	GPA Factor	Grade	%	GPA Factor	Grade	%	GPA Factor
A+	97-100	4.3	B+	87-89	3.3	C+	77-79	2.3	D+	67-69	1.3
A	93-96	4.0	B	83-86	3.0	C	73-76	2.0	D	63-66	1.0
A-	90-92	3.7	B-	80-82	2.7	C-	70-72	1.7	D-	60-62	0.7

Within this familiar grade structure, USC College Prep, Blue Campus will use a mastery-based grading system in which students earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with USC College Prep, Blue Campus’s mission and values in that a) it gives students and parents specific, actionable feedback about what skills students have learned or still need to learn, b) it shifts the focus to student growth over time; and c) it aligns with the school’s personalized learning model in which students learn at their own pace. This grading system ensures that students develop mastery of the standards and essential skills for college.

Students will receive progress reports every two weeks of the semester; however, parents are strongly encouraged to attend Report Card Pick-Up to receive the 10th, 20th, 30th, and 40th weeks’ progress reports (report cards).

Promotion Requirements

While graduation from USC College Prep, Blue Campus is based on credits, USCBC students must also meet rigorous annual academic, health, community service, and attendance requirements to be promoted to the next grade level. The school provides a large number of supports and interventions to students at risk of not being promoted or not graduating. With those types of supports in place, the vast majority of students will meet the school’s high expectations and complete all promotion requirements by the end of summer school each year. For students who need more time to meet any of the requirements below, USCBC may require summer remediation or make-up work. What cannot be made up in the summer may result in retention in the grade level. There will be frequent, ongoing communication between the students’ advisors, students, and families so all stakeholders are aware of students’ progress toward promotion. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. Students with disabilities, including 504 plans, will receive accommodations and modifications in regards to annual promotion requirements as required by law and as determined appropriate by school administration and the students’ parents/guardians.

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ELEMENT 4 - GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the 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 policy as it relates to charter schools, as they may be amended from time to time.

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.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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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 inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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 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.

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Student Records

Upon receiving a 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 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., 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.

Amendments

Any amendments to this charter will be submitted by the Governing Board of USCBC to LAUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code § 47605.

Type of Charter

District/County Relationships with the Charter School

USC College Prep, Blue Campus will be a direct funded, independent charter school that operates independently from Los Angeles Unified School District. The affairs of USC College Prep, Blue Campus will be managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of its public nonprofit benefit corporation, Ednovate, Inc.

LAUSD will serve as USCBC's authorizing agency and will provide the necessary support that is required by law and conduct oversight. The Charter School will operate according to the charter petition, an established set of Articles of Incorporation, and its Bylaws.

Operation of Charter

Ednovate, Inc.

The founders of USC College Prep, Blue Campus in partnership with the USC Rossier School of Education created a public nonprofit benefit corporation, Ednovate, Inc., which was incorporated on June 7, 2011. Ednovate, Inc., which operates as an independent 501(c)(3) non-profit organization, will provide services to USC College Prep, Blue Campus and all other Ednovate schools, including:

- Leading programmatic design
- Establishing policies and operating procedures
- Managing network and school finances
- Raising philanthropic and research funds
- Petition writing and managing the authorization process

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- Developing the program's integrated data platform and managing its technology infrastructure
- Convening network-wide professional development for the school's staff
- Auditing the schools to ensure a consistent, college preparatory culture on all campuses
- Hiring school leaders
- Building data and assessment platform to track performance on a student, teacher, grade level, and school basis
- Leading facility identification and real estate development

Business and Operations Management

USCBC will be a direct-funded independent charter school. Ednovate, Inc., on behalf of USCBC will retain a qualified business service provider to perform the majority of operations and financial management requirements until the organization scales and it becomes more feasible to bring those services in-house. These services include but are not limited to budget development, setting up accounting and payroll procedures, setting up and assisting with attendance accounting, fiscal planning, reconciliation of monthly accounts, financial reporting, ongoing budget monitoring and operations compliance.

Articles of Incorporation and Bylaws

Ednovate, Inc. was established as a 501(c)(3) organization to govern and manage the development and oversight of the charter school.

School Governance Structure

Introduction

Establishing an effective Board is frequently cited as one of the most important steps that can be taken to assure a charter school's or charter management organization's success. USCBC's board members share a commitment to Ednovate's vision and mission and truly believe that all children can achieve at the highest level of excellence regardless of their circumstances. They must be meaningfully engaged in their Board responsibilities (6-10 hours/month), and they must have a passion for finding entrepreneurial means for improving the nation's educational system.

The Ednovate Board of Directors is the governing, policy-making body of USC College Prep, Blue Campus. Members of the Board will make decisions on matters relating to the operation of USC College Prep, Blue Campus and all other Ednovate schools. The Board advocates the organization's mission and provides expert guidance to the organization in law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning. As the governing body for all Ednovate schools, the Board will be responsive to the needs of various communities through school visits, regular updates from each school site, and participation of parents and community stakeholders in board meetings.

The Ednovate, Inc. Board has legal and fiduciary responsibility for USC College Prep, Blue Campus, and as such, is responsible for providing fiscal accountability by annually approving and monitoring the budget. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring and developing the School's general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising and ensuring that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the CEO.

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Ednovate is privileged to have a strong, seasoned Board of Directors, and USC College Prep, Blue Campus will benefit from the expertise and years of experience of Ednovate's current board.

Board Selection Process

Board Directors should have a firm belief in the philosophy on which USC College Prep, Blue Campus is based and must be committed to advancing the mission. The purpose of the Board of Directors is to direct, not manage, the school. Board members must be able to ensure that the USC College Prep, Blue Campus vision is carried out, foster relationships with staff and the school community, and oversee the budget.

The School's Board will maintain no fewer than 3 and no more than 15 voting positions at any time with the exact number of directors to be fixed, within the limits heretofore specified, by the Board from time to time. Except for the founding members, Directors are elected for two-year terms and may renew their term or remain in office until a successor member has been designated. The terms of the initial Board Directors will either be one or two years, assigned in such a way to be sure that there are always experienced members on the Board to provide continuity in future years. Candidates for each seat on the incoming Board will be nominated by any Board member and will be filled by a vote of current members, except in the following case:

No Board Director position will be filled by any paid employee of USC College Prep, Blue Campus, and no Board Director shall be paid.

The Board of Directors may elect a Board Chair to preside over meetings and perform other duties as assigned by the Board. Since the establishment of this Board, USC Rossier School of Education Dean Karen Symms Gallagher has served as Board Chair.

Qualifications of a Board Member

- Supports the mission and vision of the school
- Agrees to comply with the Brown Act
- Places a high value on professionalism
- Motivated to serve on the Board primarily to help guarantee the educational success of students
- Has prior board experience (not required, but helpful)
- Brings expertise in a desired area, such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning

Board Director Duties

Each member of the Ednovate, Inc. Board of Directors must be willing to perform the following duties.

- Attend regular meetings and be accessible for personal contact in between Board meetings
- Provide leadership to Board committees that are established, as appropriate
- Commit time to developing financial resources for the USCBC. This includes supporting fund development activities of the school in a manner appropriate for Board Directors
- Responsibly review and act upon committee recommendations brought to the Board for action
- Prepare in advance for decision-making and policy formation at Board meetings; take responsibility for self-education on the major issues before the Board

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- Monitor academic progress
- Attend Board trainings and retreats to develop expertise in charter schools law, governance, finance, accountability, and other topics pertinent to sound charter school stewardship
- Review and approve the annual operating budget submitted by the CEO and hold the CEO accountable for staying within budget; look after the financial wellbeing of the organization
- Serve as one of the best public relations representatives the school has
- Participate in the Board of Directors self-review process and set annual goals accordingly
- In general, utilize personal and professional skills, relationships, and knowledge for the advancement of the USC College Prep, Blue Campus
- Sit on at least one Board Committee

Board Director Expectations

Board members shall exemplify integrity, honesty, and respect. A dedication and commitment to the vision of USCBC and the charter school movement shall be top priority for any Board member. Any Board member finding him- or herself involved in a conflict of interest shall put the vision of the school first and step down from the Board. All board members will comply with all applicable conflict of interest laws and policies.

Each of the Directors shall encourage other Board members to fulfill their responsibilities to their fullest potential.

Governing Board Meeting Schedule

The Board will hold an annual meeting and will meet at least four times a year. Board meetings will be held with sufficient frequency to ensure a level of oversight appropriate to the school's successful and sustainable functioning. The Board will also meet on an as-needed basis, providing advanced notice as required. Each spring, the Board will establish its meeting calendar for the following school year.

Board meetings will be held on one of the Ednovate campuses, and two-way videoconferencing will be provided and facilitated by a staff member to ensure that all families are able to engage in the meetings. Special meetings are occasionally held for specific purposes and are always announced in advance.

All Board meetings will be open to the public, and all Board business will take place in public except for discussion on some specific topics where the Board meets in Closed Session. Closed Session agenda items will be announced in public and then discussed with only Board Members. Closed Sessions are permitted by law and will be held in accordance with the state Open Meeting laws to allow Board Members to discuss confidential legal, personnel and collective bargaining matters as well as certain real estate issues.

The Board of Directors shall make decisions by majority vote.

Annual Board Self-Evaluation

In order to continuously improve school oversight, the Board of Directors will monitor and reflect on their individual and collective performance through an annual self-evaluation. The criteria upon which this evaluation will take place will be based on student outcomes, financial solvency, internal and external relations, and other relevant areas.

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Board Committees

The Board, by resolution adopted by a majority of the voting Directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more Directors, to serve at the direction of the Board. Appointments to committees of the Board shall be by majority vote of the voting Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting.

- ***Finance and Facilities:*** The Treasurer is an ex-officio member of this committee. The Finance and Facilities Committee advises the Board on issues pertaining to financial management and facilities, including budgeting, ongoing financial monitoring, school compliance and short and long term facilities management and planning
- ***Fundraising and Board Development:*** The Fundraising and Board Development Committee advises the Board on strategies for fundraising and recruiting Board members capable of contributing funds or expertise to further the mission of the school
- ***Audit Committee:*** The Audit Committee's responsibilities include assisting the Board in choosing an independent auditor, negotiating the auditor's compensation, conferring with the auditor regarding the organization's financial affairs, and reviewing and accepting or rejecting the audit.
- ***Compensation Committee:*** The Compensation Committee will review the compensation of the President/CEO and any other paid employees the committee determines appropriate annually and whenever a modification in compensation is proposed. At the request of the President/CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health and retirement plans.

The Ednovate President will be a member of all Board Committees.

Compliance with the Ralph M. Brown Act

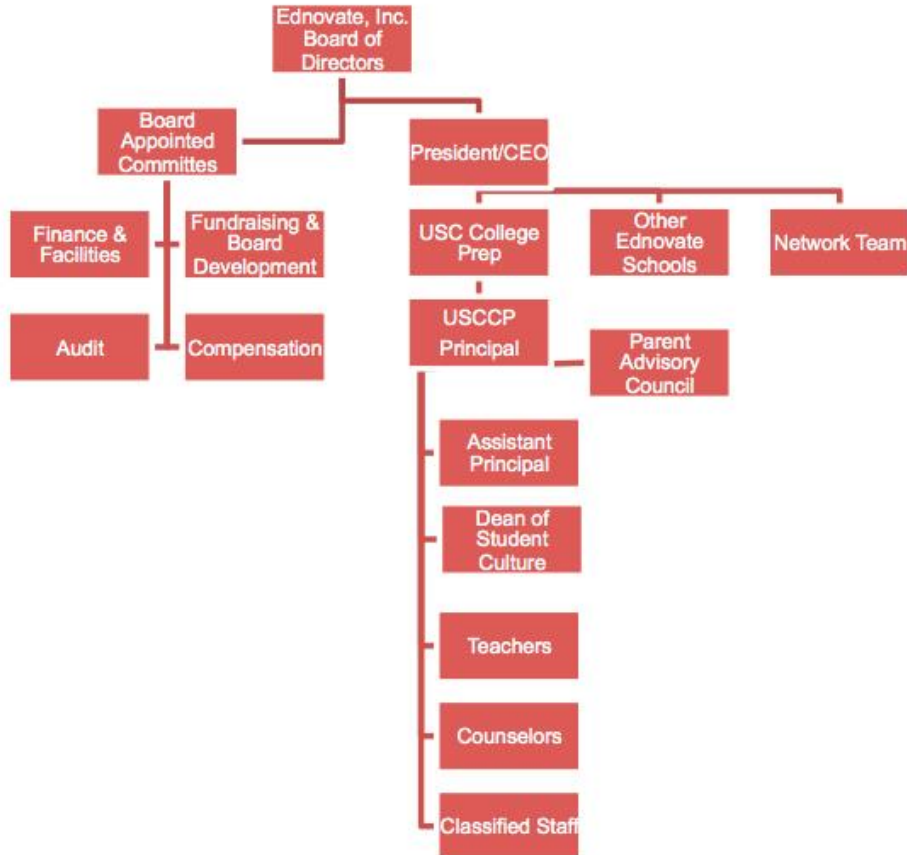
USCBC and its governing Board and all committees shall comply with the Brown Act, including the requirements for teleconference meetings as provided in the Brown Act, and will operate in accordance with the charter petition, its Bylaws, and Articles of Incorporation which were established by the Board of Directors.

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings in a location open to the public 24 hours a day so that the public is made aware and able to plan their attendance if they are interested. The meeting minutes will be made available on the school's web site and upon request to members of the public. Once the site is acquired, meeting notices and agendas will be posted and meeting minutes will be available on the Charter School site outside the Charter School's front entrance, before the Charter School office opens, and at Ednovate's network headquarters. Meeting notices will also be posted outside the Charter School's front entrance if the 72 hours falls on weekend days to ensure appropriate public visibility. Any person who files a written request with the Charter School's front office at least one week in advance of the meeting shall be mailed a notice.

Organizational Chart

The chart below outlines USCBC's organizational structure and the reporting structure for leadership and staff.

Figure 8: USC College Prep, Blue Campus Organizational Chart



Job Description and Qualifications of the President and CEO, Ednovate, Inc.

The President and CEO will set the vision and mission of the organization and develop the strategic plan to advance the mission. S/he works closely with the Ednovate Board of Directors to set operational goals and allocations of resources to accomplish those goals. His/her work is evaluated annually by the Board. The duties of the President and CEO include:

Leadership. The President and CEO represents the organization to its community and constituency through written articles and presentations at local, state, national, and international meetings and conferences. The President and CEO builds and sustains a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting

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proposals to state, federal, or other philanthropic grant programs. He/she is responsible for strategic alignment of the Ednovate schools' programs with other USC and USC-affiliated programs.

Management. The President and CEO develops operating policies and oversees Ednovate's operations to insure operational efficiency, quality, and cost-effectiveness. He/she is responsible for developing the organization's management team, recruiting, and hiring/firing employees. He/she is responsible for the evaluation and professional development of senior personnel and executive staff, and the Principals of USC Hybrid High, USC College Prep, Blue Campus, and other future schools in the network.

The President and CEO reviews activity reports and financial statements to determine progress and status in attaining objectives and revises objectives and plans in accordance with evolving conditions. He/she directs and manages the activities of Board committees. He/she presents company reports at quarterly and Annual Board of Director meetings and completes other duties as assigned by the Board of Directors.

Research and Development. The President and CEO leads the executive and school management teams to identify and create research, evaluation, and development programs and collaborations that are necessary to the successful implementation and expansion of the network's schools. He/she oversees the writing of research, evaluation, and development proposals to assure alignment with Ednovate and its schools' mission and goals.

The President and CEO's qualifications include:

- 10 years in leadership roles in education-related associations
- Strong leadership skills
- Strong strategic planning skills
- Strong written and oral presentation skills
- Entrepreneurial experience and character
- Experience as Executive Director or CEO preferred
- Strong technology skills and sensibilities
- Strong operations and management skills
- Fiscal management experience
- Masters degree or higher preferred

Parental Involvement

Parents will provide important input and feedback on the governance and operation of USC College Prep, Blue Campus both informally and formally. Parents will have the opportunity to participate in school decisions through the Parent Advisory Council (PAC), and the PAC is open to any parent who wants to participate. The PAC will provide an ongoing opportunity for two-way communication and feedback between parents and the school, including processes for parents to initiate desired activities, plan events or provide input to the school's leadership. The main responsibility of the PAC will be to analyze scorecard data (academics, attendance, behavior, community service, and fitness) and make recommendations to the school's leadership for ways to improve schoolwide performance in the key indicators tracked on the scorecard. USCBC staff will provide logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. Parents will also be encouraged to:

- Attend parent education programs
- Serve as mentors and volunteers

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- Assist in planning family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meet with teachers as questions and concerns arise and attending student parent conferences.

Quarterly, USCBC will hold parent-teacher conferences (Report Card Pick-Up Days). Many opportunities for parent involvement, such as PAC meetings, will coincide with Report Card Pick-Up Days. At least twice a year, the school will conduct a process to surface and address questions and concerns of the parents. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the Principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the Principal or administrative designee and the parent(s) may present information.

Parent Communication

USCBC will communicate with parents about student progress on an ongoing basis as parents interact with teachers and administrators informally and by request, as well as through weekly progress updates. In addition to school-initiated communications, parents also have 24/7 real-time access to their child's grades, attendance, and behavior records through the Parent Portal of USCBC's SIS, Illuminate. The school will send annual reports to stakeholders.

Parental Involvement to Promote Academic Achievement

USCBC will create a school culture where parents and families are embraced as partners in the education of their children. Contrary to popular belief, increasing parental involvement does not always increase student achievement; it depends on the quality of parental involvement. USCBC will focus on developing the effective kind as characterized by Pomerantz (2006):

Parental involvement, both in school and at home, is beneficial when it supports student autonomy, focuses students on effort, is delivered with positive affect, and conveys positive beliefs about children's abilities. The right kind of parent involvement is beneficial to children's mental health, social functioning, and behavior in school.

Before the start of the school year, parents/guardians will be expected to a) attend an orientation and b) sign a non-binding compact indicating they understand the USCBC philosophy, program, and outcomes and accept the "parent responsibilities" outlined therein. The compact encourages parents/guardians to fulfill the following "parent responsibilities":

- Attend parent-teacher conferences every ten weeks
- Monitor homework assignments on a daily basis
- Provide time and space for their child to do homework each night
- Talk with their child about school
- Support the code of conduct, the dress code, and the homework policy of USC College Prep, Blue Campus, including supporting the assigning of Detention or Suspension when necessary
- Treat USC College Prep, Blue Campus faculty and staff with respect

Research has found that school-initiated invitations to parents were effective across different income levels – but that low socioeconomic status parents responded best when schools took into account possible barriers to their involvement (e.g., transportation, child care needs, and demanding and inflexible work hours) and were explicit about the most useful role they could play in their children's school success (Hoover-Dempsey et al., 2005). USCBC will work with parents to address barriers to school involvement

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and to ensure they are involved in their children's education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. USCBC will provide materials in languages other than English (including Spanish and other native languages).

While parent involvement as described above is encouraged, parent volunteering is not a condition of admission, enrollment, and/or continued enrollment.

Charter Renewal

The proposed term of the charter will be for a period of five years from July 1, 2017 to June 30, 2022. The Charter School must submit its renewal petition to the District's Charter Schools Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. At the time the charter renewal is submitted, USCBC and LAUSD will establish a mutually agreeable timeline to complete the renewal process.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ NCLB and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including 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.

NCLB and Credentialing Requirements

All instructional staff at USC College Prep, Blue Campus will meet NCLB requirements. In accordance with the provisions of No Child Left Behind, all teachers of core academic subjects will be "Highly Qualified." Core, college preparatory academic subjects are: English language arts, mathematics, science, social studies, foreign languages, and visual and performing arts. The federal definition of a "Highly Qualified" teacher is one who is:

- fully certified and/or licensed by the state
- holds at least a bachelor's degree from a four-year institution
- demonstrates competence in each core academic subject area in which the teacher teaches.

NCLB also requires that paraprofessionals meet higher standards of qualification and ensures that students who need the most help receive instructional support only from qualified paraprofessionals. NCLB requires paraprofessionals to show knowledge of and ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness. Highly qualified paraprofessionals must have met one of the following standards:

- Completed two years of study at an institution of higher education
- Obtained an associate's (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

USC College Prep, Blue Campus

Job Descriptions and Qualifications

USC College Prep, Blue Campus will seek to hire staff with a commitment to the mission and vision of the school. USCBC will select a group of professionals that shares the educational philosophy of the school and is committed to the education of all children. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries will be based on the job duties and work basis as outlined in the charter. USCBC will set salary and benefit levels to create a compensation package similar to that being offered by LAUSD and nearby school districts for many positions, though some positions are unlike what other districts offer and therefore may have non-standard compensation levels. To attract and retain a highly qualified instructional staff, USCBC may offer some candidates higher compensation in high-demand areas.

Principal

The Principal will report directly to the Ednovate President and CEO. The Principal will be responsible for promoting the school's mission and vision through all aspects of the school's operations, including:

1. Student Performance

- Set and enforce rigorous standards for student achievement
- Ensure the academic program meets or exceeds yearly student outcome goals

2. Organizational Leadership

- Develop school goals and objectives consistent with the mission and values of USC College Prep, Blue Campus and Ednovate
- Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the organization
- Create a culture of mastery, teamwork, integrity, and joy amongst the staff, teachers, students and families
- Ensure the safety and security of all students, staff, visitors, and public and private property
- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Represent the organization to external partners and the broader community

3. Instructional Leadership

- Manage, evaluate and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement results
- Ensure use of effective, research-based teaching methodologies and practices
- Implement data-driven instruction and lead discussions about student performance
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Provide high quality curricular training and resources to staff
- Ensure consistencies in instruction and practice amongst team of teachers
- Ensure learning environment and classroom instruction maximizes student learning
- Monitor progress of all students

4. Operational Leadership

- Develop a budget that meets targeted requirements and utilize appropriate financial controls and monitoring to stay within budget
- Oversee management of school records and resources as necessary
- Participate in fundraising activities as needed to ensure adequate resources for the school and organization

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- Ensure compliance with funding sources, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District

5. Personnel

- Recruit, select, and hire school staff, including teachers and school-based support staff
- Continually monitor progress on all measures of school and staff performance
- Administer personnel policies and procedures
- Ensure legal hiring and termination procedures
- Oversee any and all disciplinary actions
- Provide for adequate supervision, training, and evaluation of all staff and volunteers
- Communicate the vision that supports the school's goals and values
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence

Qualifications

- Valid teaching or administrative credential preferred but not required
- Master's degree in a related field preferred
- Successful leadership experience in a school setting required
- Successful teaching experience required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

Assistant Principal

The Assistant Principal will be selected by the Principal.

At the discretion of the Principal, the Assistant Principal's responsibilities may include:

- Serve as an administrator of USC College Prep, Blue Campus as a school leader, advisor, and thought partner to the Principal
- Contribute to the development of USCBC's strategic goals and objectives as well as the overall management of the school
- Oversee, direct, and organize the work of selected instructional and non-instructional staff members
- Coach and support USCBC teachers
- Create the school schedule and schedule students into classes
- Co-lead professional development along with the Principal

Qualifications

- Valid teaching or administrative credential preferred but not required
- Master's degree in a related field preferred
- Successful classroom teaching experience in a school setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

USC College Prep, Blue Campus

Teachers

Teachers will be selected by the Principal. Selection of teachers will be based on their skill with student-centric pedagogy, references, their degree of subject matter expertise, and their ability to demonstrate exceptional classroom practice. Teachers will be highly qualified under the provisions of NCLB.

At the discretion of the Principal, teachers' job responsibilities may include:

- Ensure mastery in subject area for all learners
- Develop and implement a rigorous, high-quality curriculum that is aligned with the standards
- Provide continual assessment of student progress and maintaining records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Deliver socio-emotional curriculum to students in advisory settings
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Maintain regular, punctual attendance.

Qualifications for a teaching position include:

- Valid Commission on Teacher Credentialing Certificate (in subject area)
- Three or more years of prior teaching experience as a full-time teacher strongly preferred
- Highly Qualified as defined by No Child Left Behind
- Strong classroom management skills
- Bilingual/Spanish skills preferred
- Authorization to teach English Learners
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media
- In-depth understanding of and commitment to the School's vision and mission.

Teachers also serve as Advisors to a cohort of students for the students' full four years of high school. In their role as Advisors, they will provide mentorship to their advisees, coaching them to achieve their promotion requirements each year. They will also develop relationships with their advisees' families, meeting them formally 4 times per year for Report Card Pick-Up conferences and serving as a liaison between the Charter School and the home.

USCBC will employ highly qualified teachers, both in terms of NCLB as well as formal training and experience. In addition to possessing a current California Teacher Credential, teachers will hold specialized certifications or the equivalent training toward the Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural Language and Academic Development (CLAD) to work with English learners as required by NCLB and state requirements monitored by the California Commission on Teacher Credentialing.

USC College Prep, Blue Campus will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, social studies, foreign language and visual and performing arts) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. USCBC does not plan to hire teachers with emergency permits.

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Counselor

The Counselor will work directly with students as well as with staff to ensure that students' social-emotional needs are met at USC College Prep, Blue Campus.

At the discretion of the Principal, the Counselor's responsibilities may include:

- Assess home, school, personal and community factors that may affect a student's learning
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention
- Consult with teachers, administrators and other school staff regarding social and emotional needs of students
- Coordinate family, school and community resources on behalf of students
- Provide DIS counseling for students with IEPs

Qualifications for the Counselor include:

- Valid PPS credential
- Two or more years of prior counseling experience strongly preferred
- Bilingual/Spanish skills preferred
- Proficiency with technology
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- In-depth understanding of and commitment to the School's vision and mission.

Other Certificated Staff

USCBC contracts with a substitute teacher staffing agency for substitute teachers. USCBC will only contract with qualified substitute teachers who meet the CA state requirements for substitute teachers. USCBC shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

Classified Staff

Classified staff and other personnel will be hired by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Please see below for job descriptions for classified staff members.

Operations Manager

The Operations Manager will support the day-to-day financial and operational activities of USC College Prep, Blue Campus. S/he will have a significant role in creating, refining and implementing policies and systems while upholding the values of the school. The Operations Manager will report to the Principal.

At the discretion of the Principal, the Operations Manager's responsibilities may include:

- Create, maintain, and execute the school's emergency and safety plans;
- Manage all school-based procurement;
- Track expenses and communicate trends in spending;
- Collect payments, manage deposits, and process credit card recaps;

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- Oversee and manage school's food service program;
- Coordinate special events such as field trips and school based fundraisers;
- Coordinate travel arrangements as needed;
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims;
- Write and translate parent communications, including the biweekly parent bulletin;
- Other duties as assigned.

Qualifications

- BA required
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior school or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for USCBC's mission and values.

Data and Compliance Coordinator

The Data and Compliance Coordinator will coordinate school and student data and reporting to ensure that USCBC is in compliance with district, state, federal, and other types of laws and policies. S/he will report to the Principal.

At the discretion of the Principal, the Data and Compliance Coordinator's responsibilities may include:

- Manage and complete all necessary compliance reporting to the Local, State, and Federal Government including but not limited to: attendance reporting, National School Lunch Program, state reporting such as CALPADS, and annual attendance report;
- Manage and maintain Illuminate, USCBC's student information system;
- Maintain student records in accordance with federal and school-based policies as well as audit guidelines;
- Lead student lottery and enrollment/registration process;
- Monitor records verification of incoming students, prepare transcripts for current students, and prepare withdrawal forms for transferring students;
- Ensure students are in compliance with immunization requirements;
- Procure substitute teachers when necessary;
- Provide written and verbal translations as needed;
- Other duties as assigned.

Qualifications

- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience required
- Strong proficiency with the Microsoft Office suite

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- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to USC College Prep, Blue Campus

Office Assistant

The Office Assistant will provide frontline customer service to students, families, and staff in USCBC's front office. S/he will report to the Assistant Principal.

At the discretion of the Principal, the Office Assistant's responsibilities may include:

- Direct phone calls and guests properly and professionally;
- Organize, secure, and maintain the reception area;
- Attend to student needs and injuries;
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs;
- Regularly ensure that printers and other equipment are in optimal condition;
- Receiving and organize materials;
- Receive and distribute mail;
- Other duties as assigned

Qualifications

- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to USC College Prep, Blue Campus

Dean of Student Culture

The Dean of Student Culture ensures that the school environment is safe and secure for optimal student learning. S/he reports to the Assistant Principal.

At the discretion of the Principal, the Dean of Student Culture's responsibilities may include:

- Maintain a safe, secure learning environment for all students
- Provide high visibility through the school to act as a deterrent to unsafe or poor behavior
- Enforce safe school policies regarding weapons, tobacco, illegal substances, and dress code
- Support classroom teachers in creating a positive classroom environment and resolving behavioral issues that impede learning
- Manage the school's rewards and consequences systems, such as detentions and merit raffles

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- Discuss and mediate infractions with students, provide written reports of unacceptable behavior/incidents to administrators, and assist with assignment of disciplinary measures as necessary
- Intervene in verbal and physical encounters among the students and diffuse hostile situations
- Report unsafe conditions and potential health and safety hazards to administrators
- Assist administrators, staff, and students during crisis situations including fire drills, lockdowns, bomb threats, and earthquake drills

Qualifications

- BA preferred; high school diploma or equivalent required
- Prior school culture experience required
- Demonstrated success working with students in educationally underserved communities
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to USC College Prep, Blue Campus

Human Resources Policies and Procedures

Background Checks

USC College Prep, Blue Campus will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status.

Evaluations

The Principal with the assistance of the Assistant Principal will be responsible for evaluations and providing feedback on performance for all USCBC employees. Administrators will not wait until major evaluations but will maintain an ongoing dialogue about how each employee performs his or her work. For example, the Principal will visit classrooms and monitor online instruction regularly, for both quick “snapshot” visits and longer stays to keep in touch with teacher performance. Major evaluations will occur quarterly and will address employees’ student achievement results, teamwork, and professionalism. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances described below. Unsatisfactory performance evaluations may result in termination. The Principal will make the determination to terminate an employee.

Certificated Staff

The Principal will be evaluated by the Ednovate CEO on:

- Building a successful school academic program and attaining educational goals
- Maintaining a fiscally sound charter school including a balanced budget

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- Completing required job duties

Teachers will be evaluated by the Principal based on the following measures:

- Effectiveness of instruction as evidenced by student progress on the school's assessment measures
- Effectiveness of instruction as evaluated by the Principal, through classroom visitations and other indicators of the quality of instruction
- Performance as a teammate and professional

Classified Staff

Classified staff will be evaluated by the Principal or Assistant Principal based upon completion of assigned job duties and professionalism.

Due Process

All staff members have the right to due process at all times. Due process rights include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing if necessary
- Right to appeal before a free state arbitrator (offered to small school districts)
- Right to binding arbitration conducted by a paid arbitrator.

Grievance Procedure

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file.

USCBC's governing Board will be ultimately responsible for ensuring all due process rights to employees of the school. The Principal will perform the first line of defense against potential due process violations by using just cause discipline and dismissal, including thorough and consistent documentation, intervention and/or support (when appropriate) and discipline with respect to employee conduct of concern.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the USCBC Board of Directors. The Board of Directors will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision by a majority vote of the members of the USCBC Board of Directors hearing the grievance will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as practical. The decision of the USCBC Board of Directors will be final. If the attempt to resolve the grievance is not successful, professional mediation or legal intervention may be necessary.

If the grievance is a complaint of unlawful discrimination, the complaint will fall under Ednovate's Uniform Complaint Policy (UCP). Within 10 business days of receiving the complaint, the Uniform Complaint

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compliance officer shall informally discuss the possibility of using non-binding mediation. If the mediation does not resolve the problem within the parameters of the law, the compliance officer will proceed with his/her investigation of the complaint. The compliance officer shall complete an investigation and prepare and send a written decision to the complainant and the Ednovate CEO within 60 days after receiving the request. The complainant has the right to appeal the final decision to the California Department of Education. The complainant may also pursue available civil law remedies outside of Ednovate's UCP.

ELEMENT 6 – HEALTH AND SAFETY

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

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. 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 SB 1266 (2014). 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 Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, 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.

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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, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements 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.

The health and safety of USC College Prep, Blue Campus staff and pupils is a high priority for the school. USCBC will follow all required safety regulations including emergency policies and procedures. USCBC will also comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the EPA. USCBC will operate as a drug, alcohol, and tobacco free workplace. Among the many health and safety laws that need to be followed by USCBC is the Healthy Schools Act which details pest management requirements for schools.

Emergency Situations

The school will finalize and maintain a comprehensive Safe School Plan that is tailored to its facility. The Safe School Plan shall be in place before school starts and will specifically address and finalize policies and procedures related to emergencies, including fire, earthquake, bomb threat, and other evacuation procedures. USCBC will practice schoolwide drills as required by law.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. USC College Prep, Blue Campus will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on USCBC ' premises, or in a product, facility, piece of equipment, process, or business practice for which USC College Prep, Blue Campus is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal about the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

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On an as-needed basis USCBC may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines; strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Child Abuse Reporting

USCBC will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. USCBC staff must report to the proper authorities if they reasonably suspect the following occurring to a student:

- sexual assault
- neglect
- willful cruelty or unjustifiable punishment
- cruel or inhuman corporal punishment or injury
- abuse in out-of-home care
- physical abuse

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal will work with all faculty and staff members to make sure that staff understands and is able to implement the appropriate steps to be taken if a child abuse situation occurs. All faculty and staff will understand that they are mandatory child abuse reporters and it is their duty and responsibility to report any reasonable suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the proper authorities.

USCBC staff will immediately notify the Department of Children and Family Services (DCFS) and/or the Los Angeles Police Department or other law enforcement agency. Further the reporting party shall complete a written report of the situation. The reporting person will be responsible for providing all the necessary information and child abuse reports to the DCFS and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school based on DCFS or law enforcement’s statement of exigent circumstances, USCBC staff will obtain the contact information of the agency person removing the child. This information will place in the student’s record and be available to the parent/ guardian.

Custodian of Records

At all times, Ednovate will have a designated Custodian of Records for the California Department of Justice requirements. The Custodian of Records will be the CEO and/or his/her designee.

Health & Wellness

USCBC is committed to providing a school environment that promotes students’ health, well-being and ability to learn by supporting healthy eating and physical activity. All students will have opportunities, support, and encouragement to be physically active on a regular basis. USCBC will participate in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program, etc., and foods and beverages served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that foster lifelong habits of healthy eating and physical activity.

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ELEMENT 7 – 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 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. Instead, the District now receives 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.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

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- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

USCBC will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the District. Outreach activities will be conducted in and around the community the school intends to serve. USCBC 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 target area in order to ensure all students in the area have an opportunity to attend the school. The Charter School will hold multiple admissions information sessions for families to learn more about the school.

Starting in September of each year and running through the end of January, USCBC will work with local organizations, such as neighborhood churches, after school programs, community groups, park and recreation departments, and small businesses, to generate interest in the school's mission and connect with prospective families. The Charter School plans to leverage parent ambassadors to spread the word to families in the community as well.

The Charter School will develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) that are 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 Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area. USC College Prep, Blue Campus will translate materials into other languages as needed.

Ednovate already has advocates in the community through its relationships with other high-quality K-8 charter school operators. These partners have strong parent and community relationships of their own in Pico-Union/Westlake, providing USCBC with a unique entry point for beginning to develop new parent and community relationships there as well. Based on the high demand for the already existing Ednovate schools and these community relationships that are already in place, USCBC anticipates strong demand starting in its first year of operation.

USCBC will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the school will self-evaluate its process and make adjustments accordingly

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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 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 provisions of Education Code sections 48850 – 48859.

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, 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.

USC College Prep, Blue Campus will be a free public school open to any resident of the state of California.

Public Random Drawing

Should the number of pupils who wish to attend USCBC exceed the capacity of the school during the open enrollment period, a public random lottery will take place to determine the school enrollment in accordance with Education Code section 47605(d)(2)(B).

Recruitment of prospective families will begin every September for the following school year. At that time, USCBC will advertise information sessions for families to learn more about the school’s academic program, school culture, and expectations. The school will recruit students widely, targeting its recruitment strategies to high need populations, as described in Element 7.

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Families interested in enrolling a student will submit a lottery interest form. Any family submitting an interest form to USCBC will be informed on the interest form itself and at information sessions of the school's admissions procedures and information about when the applications must be submitted in order to be included in the public lottery. Lottery preference categories will be communicated on the interest form and lottery procedures will be explained publicly at the lottery. The lottery interest period will end at 5:00pm on the last school day in January. At that time, if there are more lottery interest forms than seats available in any grade level, a lottery date will be set for the month of February. All interest forms submitted within the lottery interest period will be entered into the lottery. Preference in the lottery will be given to the following categories of students:

- Students whose address of residence lies within the published boundaries of the District;
- Siblings of currently enrolled students (defined as one of two or more individuals having one or both parents in common; a brother or sister); and
- Children of USC College Prep, Blue Campus employees (defined as regular employees who are employed full- or part-time with an expectation of ongoing employment with the organization; not temporary or seasonal), as long as this number does not exceed 5% of all interest forms

To better enable interested parties to attend, the drawing will be held on a weekday evening on the campus of USC College Prep, Blue Campus. Families who submitted an interest form during the lottery interest period will receive information about the date, time, and location of the lottery before the event.

During the lottery, a disinterested independent third party will draw students' names. Once all available spaces are filled, the lottery process will continue and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

Families are encouraged to attend the lottery, but their presence is not required. All families will be notified by the front office team in writing of the results of the lottery within one week of the lottery date. The notification will indicate whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. For students who were accepted to the Charter School, the letter will include next steps for enrollment.

Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone by the front office team if their child receives a seat and must respond to the front office team within one week in order to secure admission. Once students are accepted to USCBC, parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school. The waiting list will not carry over from year to year.

All lottery interest forms and a record of the order in which the interest forms were drawn will be kept on file at the school.

During any period of discretionary grant funding from the U.S. Department of Education, USCBC will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) or other applicable federal requirements regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG or other applicable federal requirements, USCBC will modify its lottery procedures to ensure compliance and eligibility for federal funding.

Notwithstanding the foregoing, USCBC may refine lottery policies and procedures in accordance with a written policy adopted by school's Board of Directors. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the District within 45 calendar days of approval by the

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Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the District determines that the change in lottery procedures requires a material revision to this charter, USCBC will initiate the material revision process.

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ELEMENT 9: 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)(l)

The annual audit shall be conducted in compliance with Education Code 47605(b)(5)(l) as it is amended from time to time.

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 auditor certified by the State of California will conduct an audit of the financial affairs of USC College Prep, Blue Campus to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Board of Directors, at the recommendation of the Chief Financial Officer, will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. Ednovate will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. Ednovate will ensure that the selected auditor is on the State Controller’s list of auditors approved to conduct charter school audits.

The Audit Committee of the Governing Board will be responsible for assisting the Board in choosing an independent auditor, negotiating the auditor’s compensation, conferring with the auditor regarding the organization’s financial affairs, and reviewing the audit. The full Board of Directors is ultimately accountable for approving the audit.

The CEO, COO, Principal, Operations Manager, and business management partner (ExED) will develop and implement necessary controls and reporting systems. The CEO, COO and Principal will work closely with school operations staff and with ExED to gather and prepare information for all jurisdictional and financial reporting requirements, and as requested by the auditor.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

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Audit exceptions and deficiencies shall be resolved by the CEO, COO, Principal and Operations Manager, along with the Audit Committee and the business management partner, in conference with the auditor. They will be reported to the Board of Directors with recommendations and timelines for how to resolve them. USCBC agrees to create a plan for resolving outstanding issues from the audit prior to the completion of the auditor's final report. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved, as well as the anticipated timelines for resolution.

USC College Prep, Blue Campus shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. All legally required financial reports will be submitted to LAUSD in the format required by LAUSD and within timelines specified by LAUSD each year.

All necessary financial reports will be provided to LAUSD as requested in a timely manner, as applicable. In addition, USCBC will provide any financial information requested by LAUSD to assess the fiscal condition of the charter school.

Business Management Services

Business management services, including accounting, budgeting, payroll, liability insurance, contracted services, and supervisorial oversight will be performed by Ednovate staff and school staff working in conjunction with a qualified business services provider who provides, training and support and performs tasks requested by the school. The Operations Manager, working with the school Principal, will be responsible for onsite financial management and will work with the school's designated business services provider to establish protocols and procedures for business management.

ELEMENT 10 - STUDENT DISCIPLINE

“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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures 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 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 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:

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- 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 504 Plan?

Notwithstanding 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.

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Reinstatement

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

Gun-Free Schools Act

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

School Climate & Student Discipline System

A Positive Learning Environment

In order for all students to thrive at USC College Prep, Blue Campus, the school's discipline policy has been designed to provide a positive and safe learning environment throughout the building. For students to thrive in the school's innovative self-paced learning model, the school must have a safe, consistent school culture. Academic as well as discipline expectations will be high at USC College Prep, Blue Campus, and the discipline policy has been designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The school is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a high-quality, college prep curriculum.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students' academic and personal achievements are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

Schoolwide Behavior Systems

USC College Prep, Blue Campus will utilize a number of schoolwide systems on a day-to-day basis to intentionally create the type of positive culture that is conducive to learning and prevents negative behaviors.

First, USCBC will use a schoolwide behavior accountability system that will make rules and consequences clear and consistent for all students and staff. The school's rules and consequences will be clearly articulated to incoming students and families at two summer orientations and in the student and family handbook, so by the time students start school, they will be well-versed in the expectations for their behavior.

USC College Prep, Blue Campus will support positive behavior changes through the use of merits. All staff members in the building will give merits any time they see positive behaviors, such as demonstrating one of the school's mindsets, serving as an example for one's peers, or going above and beyond expectations. Merits will be given verbally and then logged and tracked in the school's student information system. At



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the end of a quarter, students will be rewarded for their merits in different ways. Students with the most merits or with specific types of merits will be publicly recognized and rewarded with prizes in front of all of their classmates; at other times, all students with a certain number of merits will enter a raffle. This is a way to constantly reinforce positive behaviors that contribute to the type of environment conducive to rigorous learning.



When students fail to demonstrate college-ready, professional behavior, they will earn one or more demerits. Demerits will serve as a progressive sequence of warnings that will empower students to self-reflect and consider how they will behave in the same situation next time. Demerits will be given respectfully and discreetly and will usually be accompanied by a moment of behavior coaching from a staff member.

Secondly, the school has a set of four mindsets-- mastery, integrity, joy, and entrepreneurialism-- that will be fundamental to a student's experience at USCBC. We believe that by developing these mindsets, our students will be more likely to succeed in high school, college, and beyond. The mindsets will be interwoven into everything we will do and will be taught both explicitly and implicitly.

Table 11: USC College Prep, Blue Campus Mindsets

Mindset	Behaviors We Will Teach our Students	How It Will Be Visible in our School Culture
 <p>Integrity: We have consistency between our values and actions.</p>	<ul style="list-style-type: none"> -Be honest always -Admit to errors and seek to correct them -Be polite, respectful, and friendly to students, staff, parents, and guests -Assume the best in others unless proven otherwise -Do not discuss others in a negative way or gossip about them -Take action by politely confronting disrespectful behavior 	<ul style="list-style-type: none"> -Student handbook and behavior system reinforce student accountability and self-control -Classroom space allows for students to choose their working space as long as they are demonstrating academic growth and proper behavior -Scaffolded student ownership of technology reinforces student accountability and responsibility
 <p>Mastery: We constantly seek to improve upon our results.</p>	<ul style="list-style-type: none"> - Relentlessly pursue our goal of college graduation -Take risks to achieve even better results -Choose high quality work and fewer tasks over mediocre quality in more tasks -Follow through to make sure tasks are complete and loops are closed -Take extra time to get it right instead of rushing through tasks 	<ul style="list-style-type: none"> -Mastery-based grading develops students' internal drive to achieve mastery -Advisory Scorecard and regular goal setting conferences on the annual promotion requirements reinforce student ownership and agency toward long-term goals

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 <p>Joy: We find many moments to smile during our journey towards our mission to college graduation.</p>	<ul style="list-style-type: none"> -Remember to find appropriate reasons to laugh and smile while we are doing this important work -Strive to be the best in what we do and have fun along the way -Pick each other up when it is needed -Celebrate our successes 	<ul style="list-style-type: none"> -Student-centered school design process to utilize space, time, human capital to maximize student learning and joy -Students and staff members are driven by a deeper purpose for their work and educations -Performance tasks allow students to learn about topics that ignite their curiosity
 <p>Entrepreneurialism: We use our autonomies to identify needs and create great solutions.</p>	<ul style="list-style-type: none"> -Be curious and always look for better ways to accomplish things -Don't just identify problems but also create solutions. -Work well with others as both a leader and as a team player -Never, never, never, never give up 	<ul style="list-style-type: none"> -Performance tasks allow students to creatively solve real world problems that align to interests & passions -Bi-weekly conferences to creatively problem solve while on path to college enrollment and graduation -Student-led clubs and activities allow students to develop their leadership skills and have an impact on the school

These four mindsets will not only drive our school design and the ways in which staff members work and operate, they will also be taught explicitly to all of our students in a variety of contexts. This will start with summer orientation before the school year even begins. At that time, students will be introduced to the mindsets. Once they begin school, they will receive direct instruction on each of the mindsets in the first quarter of the school year through lessons taught in their advisory. Students will learn about each of the mindsets in more depth, including, for example, what they look like and sound like in a classroom setting, historical and current-day heroes who exemplify these mindsets, and how they might demonstrate these mindsets themselves and notice them in one another. These lessons will be reinforced in schoolwide Town Hall meetings on Fridays when school leadership will recognize students who have gone above and beyond in demonstrating one or more of the mindsets.

Another critical element of USC College Prep, Blue Campus's positive school culture will be its advisory system. All students will be assigned to an advisory, and they will stay with that same group of students and their advisor for their full four years at the school. Advisories will meet for thirty minutes every day and a full hour on Fridays. In that time, advisors will either teach lessons on our four mindsets, study skills, or other habits needed for success in high school and college, or they will meet one-on-one with students to provide coaching in all of the areas in which the school will have promotion requirements (academics, behavior, attendance, community service, and fitness). Research indicates that students are more likely

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to be successful in school if there is at least one adult with whom they have a strong relationship, and we expect that students will form close bonds with their advisor, as well as with the other students in their advisory. Advisories will also serve as a team or family structure within the larger school setting. USCBC will hold advisory competitions, such as month-long challenges between advisories to increase their average GPA the most or earn the most merits in a given month, and advisories will be rewarded collectively for those types of accomplishments with class celebrations or other privileges.

Through advisory, all students will learn the school's greeter system. At USC College Prep, Blue Campus, students will take turns professionally greeting visitors to their classrooms by introducing themselves, describing what they're working on that day, and answering any questions the visitors may have. Students will practice speaking with poise and confidence, and through the greeter system, will learn to have professional interactions with adults.

In addition to the celebrations within the advisory setting described above, USC College Prep, Blue Campus will demonstrate its mindset of Joy often through frequent celebrations and recognitions of success (awards, certificates, public recognition, etc.). Ensuring 100% college acceptance for all students will be difficult work for students and staff, and the school will be intentional about balancing that difficult work with frequent praise, recognition, and rewards when they are deserved. Beyond merit challenges and advisory competitions, the school will also recognize academic performance--both absolute performance and growth-- on a quarterly basis. Each quarter, top students in each subject area and students who demonstrate the most progress in each subject area will be rewarded publicly at a schoolwide Town Hall. Students on Honor Roll (GPA of 3.0+) and Principal's Honor Roll (4.0+) will also be recognized publicly in the school community.

Staff Development

All USC College Prep, Blue Campus teachers and staff will be active participants in creating the school's strong culture and positive climate, and that will only be possible when all staff members--teachers, administrators, front office staff, and even the building manager-- are on the same page. That will begin with selecting staff members who will be able to consistently hold students to high expectations while also providing the right supports at the right time to ensure success for all students. Once the team is assembled each year, all staff members will participate in intensive professional development over the summer. Embedded in summer PD will be training on how to effectively implement the school's schoolwide behavior systems. Staff members will norm around expectations for students and participate in role-plays of difficult situations that can be anticipated each year. Staff members will be taught to seek out and reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They will receive specific training in doing "bias checks" to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered.

Ongoing staff professional development will be based on what data shows about students' progress. Quarterly, the school will do a data deep dive in all key areas, including student discipline. The school's staff will do an in-depth analysis of discipline data disaggregated by subgroup. If the school's leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they would lead the staff in identifying the cause of that trend and implementing a plan to address that concern in the upcoming quarter.

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Interventions

In addition to the positive schoolwide behavior system described above, USC College Prep, Blue Campus will utilize a number of behavior interventions to promote the types of behaviors that will allow our students to be successful in college and beyond and to make every effort to keep students in class. The school will have a dedicated student support team that will lead efforts to support individual students' needs and provide differentiated behavior support for students who need it. This will include identifying the students who are in the most need of behavior support and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the school will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular demerit reports to parents, and anti-bullying contracts. Additionally, the school will employ a highly qualified full-time Counselor to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The school will explore additional partnerships that will both support students' behavior needs in school and create positive self-identities within students.

In-School Suspension

USC College Prep may utilize in-school suspension as an alternative to suspension when appropriate. In-school suspensions may be utilized at the discretion of the Principal or his/her designee. This alternative to suspension allows the student to continue receiving educational services at the Charter School, in addition to any behavioral or counseling support that may be needed to restore the student back to class. The maximum number of days a student can be suspended in a school year is 25.

Grounds for Out-of-School Suspension and Expulsion`

Actions taken for unacceptable student behavior will be progressive. Violations of the school's code of conduct may result in consequences such as the following: demerits (verbal warnings), parent notifications, loss of privileges (e.g., detention), parent conferences, in-school suspension, conflict mediation/resolution, and behavioral coaching. In the limited number of situations that are more serious or in which there has been a pattern of repeated violations, a student may be suspended at the discretion of the Principal and in alignment with California Education Code.

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Students are expected to behave in accordance with the Charter School's Code of Conduct while on school grounds, while going to or coming from the Charter School, during the lunch period, and during, or while going to or coming from, a school-sponsored activity.

USC College Prep will update its discipline policies regularly to reflect changes in legislation related to student behavior.

Current California Education Code

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) [Removed per Assembly Bill No. 420]
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph

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- (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Grades 9-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils.

48900.7 – Made terroristic threats against school officials, school property or both.

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The Principal shall immediately suspend¹ and recommend expulsion when the following occur at the Charter School or at a school activity off campus, or any of the following reasons (E.C. 48915.1[c]) in Category I for grades 9-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

The remaining Category III includes the following student offenses that require limited principal discretion. The Principal may suspend² or recommend expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from the Charter School; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

¹ "Non-discretionary suspension"

² "Discretionary suspension"

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12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment. E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Suspension Procedures

A suspension is when a student is removed from the Charter School due to the serious nature of the inappropriate behavior for up to 5 consecutive school days. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, after school or evening) while suspended. They may, however, enter the Charter School to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests. When a student is suspended, his or her Advisor will be responsible for ensuring that the student has access to coursework and for monitoring the student's progress during the suspension. A suspended student without a computer at home will be able to check out a computer to access the digital content so learning can continue throughout the suspension. The maximum number of days a general education student can be suspended in a school year is 20.

The Principal or his/her administrative designee responsible for overseeing student discipline (Assistant Principal or Dean of Student Culture) may suspend a student. The aforementioned administrator must fill out an appropriate misconduct report any time a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Parents will be notified by the aforementioned administrator as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home or an email. Parents will always receive written notification of suspension, including the specific offense(s) and the date of return.

A parent or student may appeal a suspension by requesting a review in writing to the Ednovate CEO within two days of the notice of the suspension. The CEO's current designee, Ednovate's Director of Quality and Instruction, will review the appeal and if necessary, hold a hearing to present the multiple perspectives to the CEO. The CEO will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

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Expulsion Procedures

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal will complete the appropriate misconduct report, and provide a copy to the Ednovate Discipline Review Panel. The panel, appointed by the CEO, will consist of at least 3 objective and unbiased members. Panel members may include any combination of: Ednovate network staff members, Ednovate board members, and teachers or administrators from other Ednovate schools who have not worked with the student to ensure a fair hearing.

A parent/guardian of the student will be notified of the hearing and strongly encouraged to attend as described below. Reasonable accommodations and/or language support will be provided as needed.

While an expulsion case is being processed by the Discipline Review Panel, the Principal in writing may extend the suspension to up to 10 consecutive school days. If requested, the hearing will be held within 30 days following the principal's recommendation. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior. While the student is awaiting a hearing, his or her Advisor will be responsible for ensuring that the student has access to coursework and for monitoring the student's progress during that time. A student without a computer at home will be able to check out a computer to access the digital content so learning can continue throughout the time he/she waits for the hearing to be held.

After the expulsion hearing, the Discipline Review panel will then make a written report within two school days to the CEO, the student, and a parent or guardian of the student, summarizing the grounds for expulsion and the evidence presented at the hearing. The report will make a recommendation as to whether to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel recommends the pupil for expulsion, the matter will then be decided by the CEO, who may or may not accept the recommendations to expel and/or any other recommendations this panel may make. The CEO will usually support the decision of the panel but in the case of, for example, unintentional bias in the process, given that the CEO is ultimately held accountable for the safety and outcomes of the school, he/she has the authority to make the final recommendation.

The parent and student will have the right to appeal the decision of the CEO to the Ednovate governing board within 30 calendar days of notification of the decision. The appeal should be in writing and sent along with any additional evidence to the governing board. The governing board will hold a hearing where the parent can present their appeal." Ednovate's governing board will vote on the recommendation, and the Board Chair will deliver the final decision within 30 calendar days of the request for appeal. The governing board's final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. Expulsion causes the student to be terminated from enrollment at USC College Prep, Blue Campus for the entire term of the expulsion, and the Principal or his/her designee will find an appropriate placement for the student.

Expulsion steps in order:

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- 1) Principal recommends student for expulsion with a copy of the misconduct report provided to the Discipline Review Panel. Principal contacts the parent via email, mail and/or phone communications (minimum three attempts) to schedule expulsion hearing, documents that contact in the student information system and notifies parent of the expulsion hearing via certified mail.
- 2) Principal schedules expulsion hearing.
 - a) Discipline Review Panel will conduct expulsion hearing.
 - b) Representatives of the principal may present evidence or witnesses.
 - c) Parent is strongly urged to attend
 - d) Parent and student afforded due process by being allowed to refute charges and present evidence.
 - e) Parent may bring legal counsel.
- 3) Discipline Review Panel sends written hearing report and recommendation to CEO within two school days of the hearing and notifies parent of the recommendation. CEO makes decision based on recommendation and evidence provided.
- 4) Parent or student may appeal CEO's decision in writing to Ednovate's governing board within 30 calendar days of being notified of his/her decision. The governing board will hold a hearing where the parent can present their appeal."
- 5) If parent/guardian appeals to governing board, Ednovate's governing board makes final decision within 30 calendar days of the request for appeal, and notifies the parent/guardian of the decision.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. USC College Prep must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Discipline Review Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Discipline Review Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Discipline Review Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing, one of the members of the Discipline Review Panel, from removing a support person whom the presiding person finds is disrupting

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the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, USC College Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to USC College Prep. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the person presiding over the hearing from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

Record of Hearing

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

Presentation of Evidence

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

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

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The recommendation of the Discipline Review Panel shall be in the form of written findings of fact. The final recommendation by the panel shall be made within two (2) school days following the conclusion of the hearing.

If the Discipline Review Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School or be given the opportunity to transfer to another Ednovate school with mutual agreement of the parent and the other Ednovate school.

Written Notice to Expel

Following a decision of the CEO to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel within two (2) school days of the decision, including the panel's adopted findings of fact.

This notice to expel a student will be sent by certified U.S. Mail and will include the following:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with USC College Prep.

Disciplinary Records

USC College Prep shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

ELEMENT 11 – RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

“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 §47065 (b)(5)(K)

Retirement

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, notwithstanding any provision in Element 16 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, per applicable legal and retirement plan requirements.

USC College Prep, Blue Campus retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS. USCBC recognizes that if it elects to participate in CalSTRS, the school must continue such participation for the duration of the school’s existence under the same CDS code.

USCBC does not choose to participate in the Public Employees Retirements System (PERS).

All classified and certificated employees will be covered by Medicare, and all classified and certificated employees who do not participate in CalSTRS will be covered by Social Security. The school will make contributions as required. Full-time employees may elect to participate in a 403b retirement contribution plan. The USCBC Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. Ednovate’s CEO or his/her designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.

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ELEMENT 12 – 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)

Right to Attend Other Public Schools

Pupils who choose not to attend USCBC may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

USCBC is a school of choice, and parents and students will be informed of their public school attendance alternatives during the enrollment process.

ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any 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 - 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)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Principal of USC College Prep, Blue Campus
350 S. Figueroa St. Suite 250
Los Angeles, CA 90071

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator

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may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

ELEMENT 16 - SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P)

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 clause 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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.

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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 the person(s) designated to be responsible for conducting and overseeing all closure activities and 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 this notification 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 to the CSD.

Notification of all of 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:

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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, which will include 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 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such 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 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 student records to receiving schools shall be in accordance with 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.

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6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. 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.
8. 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.

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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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.

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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 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).

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- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agent

In the event that the school closes, the CEO will appoint a designee to serve as the school's closure agent.

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Facilities

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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 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. 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 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

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incidental related uses. The District shall have 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

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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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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.

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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] 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 ("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. 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 bus service. If Charter School provides student bus 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

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8. Excess/umbrella 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. 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 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.

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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.

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,

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- 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.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial 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).)

REFERENCES

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**ADDENDUM
DISTRICT REQUIRED LANGUAGE FOR INDEPENDENT CHARTER SCHOOL PETITIONS
(NEW AND RENEWAL) AND MATERIAL REVISIONS**

Assurances and Affirmations

USC College Prep Blue Campus (also referred to herein as “USCBC” 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).)
- 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 students 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).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations 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

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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

“A description of the educational program of the school, designed, among other things, to identify those whom the 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).)

“A description, for the charter school, of annual goals, 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 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 (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 annual update.” (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.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

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WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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 EL program assessment. 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 ensure that it will 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will 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 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, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (Including Charter Schools)

The usual file including District ID.

- Norm day

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District ID, CSIS 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 (Including Charter Schools)
- All Students enrolled as of December 1 of each school year

District ID, CSIS 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 (Including Charter Schools)

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

- Monthly SESAC and Suspension data (Including Charter Schools)
- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is 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 in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and
Pupil Progress Toward Outcomes will be
Measured

Element 3 – Method by which

“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.)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the 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 policy as it relates to charter schools, as they may be amended from time to time.

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.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School

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administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

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 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 inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside 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 receiving a 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 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., 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.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including 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.

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Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. 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 SB 1266 (2014). 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 Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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.

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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, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements 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.

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 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. Instead, the District now receives 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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary

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Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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 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 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

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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 provisions of Education Code sections 48850 – 48859.

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, 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).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

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).)

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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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures 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 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 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

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- 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 504 Plan?

Notwithstanding 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

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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, notwithstanding any provision in Element 16 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, per 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 who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

“A description of the rights of any 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

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“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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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
[See Element 14]

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P).)

REVOCAION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 clause 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.

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CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 the person(s) designated to be responsible for conducting and overseeing all closure activities and 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 this notification 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

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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 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, which will include 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 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such 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 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 student records to receiving schools shall be in accordance with 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,

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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, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. 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.
8. 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.

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

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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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)

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- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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.

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Charter School 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. 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 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. The District shall have 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.

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- **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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.

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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] 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 ("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. 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 bus service. If Charter School provides student bus 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.

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7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

8. Excess/umbrella 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. 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 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

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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.

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,

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- 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.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial 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).)