



Downtown Value School

Petition for Charter Renewal
For the term: July 1, 2025 - June 30, 2030

Submitted to the Los Angeles Unified School District Board of Education

August 21, 2024

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Assurances, Affirmations, and Declarations

Downtown Value School (also referred to herein as “DVS,” “Downtown Value,” and the “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)

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

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

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1: The Educational Program

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of

Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

<u>GENERAL INFORMATION</u>	
Contact person for Downtown Value School	Alexandria Jason, Principal
Contact address for Downtown Value School	950 West Washington Blvd., Los Angeles, CA 90015
Contact phone number for Downtown Value School	(213) 748-8868
Current address for Downtown Value School	950 West Washington Blvd., Los Angeles, CA 90015
This location is in the LAUSD Board District	5
This location is in the LAUSD Region	South
The grade configuration of Downtown Value School	TK - 8
The number of students in the first year will be	404
The grade level(s) of the students in the first year will be	TK - 8
Downtown Value School's scheduled first day of instruction in 2025-2026	August 4, 2025
Enrollment capacity	456
Type of instructional calendar	Traditional
Bell schedule for Downtown Value School	MTThF: 7:50 am - 3:00 pm Weds: 7:50 am - 12:00 pm
Term of this charter for middle and high performing schools	July 1, 2025 - June 30, 2030

Community Need for Charter School

The Charter School, initially called Las Familias del Pueblo, began operations in August 2002 with approximately 25 students. By 2003, it had been rebranded as Downtown Value School, and at that point, it served 43 students ranging from kindergarten through fourth grade. Each subsequent year saw the addition of new grade levels. The Charter School now serves up to 456 students spanning TK-8th grade. The Charter School continues to serve students in grades TK-8th with the mission of providing all students with data driven and quality-based instruction that will support their success in their high school and college education. Value Schools, the nonprofit public benefit corporation that operates DVS, is deeply committed to ensuring all

educators within our community are deeply developed and trained in the best instructional practices, strategies and systems to ensure academic success and growth for our students.

Students arrive at Downtown Value typically at TK, Kinder, or at the middle school level. Students who enter at the middle school level are typically far below grade level, while students who arrive in the younger grades are typically first-generation students and live in a household where English is their second language. As a result, such students start below a typical primary grade level student in the state of California. Downtown Value strives to ensure students are challenged academically, and are able to successfully complete grade level standards.

As a school community, Downtown Value holds the belief that all students deserve the opportunity to attend school successfully, with the eventual purpose of attending and graduating from college. A successful Value Schools education will allow each student to attend school daily, develop their own talent and skills to give back to the community, and to contribute to the well-being of one self and the larger society. Even through and after the pandemic the average attendance rate for DVS is 93.51%¹, in addition, students have remained with DVS with a stability rate of 92%-97%, with an average of 93.6% from 2019-24². It should also be noted that since 2018 DVS cohort dropout rate is less than 1%³. This demonstrates our students' full potential to attain a high school degree with the purpose of attending and graduating college.

Since 2002 Downtown Value has consistently served students in Los Angeles with a focus on providing a research-based quality education that is aligned to the 5 core values of Value Schools. This has allowed Downtown Value School to proudly serve generations of families and act as an essential part of the Pico-Union community for 20 years.

Traditionally, a notable portion of kindergarten students who enroll at Downtown Value School are starting from a position of being behind. According to verified reading data during the 2022-23 school year, 51% of incoming kindergarten students are classified in the low and low-average categories during the first administration (within the first month of the school year) of the Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") assessment. This figure is nearly 10% higher from the school year 2019-20 (the school year in which COVID-related distance learning began), in which 43% of incoming kindergarten students were classified in the low and low-average categories. In math, during the 2022-23 school year, 61% of entering kindergarten students fell into these same categories. This percentage is similar to the 2019-20 school year. In addition, we also know that students of color and of lower socioeconomic status experienced the greatest declines in reading and math during the years of quarantine. After the first full year of returning to in-person learning, Downtown Value School data indicates that students, though greatly impacted by the pandemic, are exhibiting growth

¹ P-2 reports attendance reports from 2021 through 2024

² CALPADS Fall 1 1.14 Dropouts Count – State View reports for 2019 through 2024

³ CALPADS Fall 1 1.14 Dropouts Count – State View reports for 2019 through 2024

and progress in both reading and math. The data that follows demonstrates that Downtown Value School properly serves its community, and has clear and convincing evidence for renewal.

School Accomplishments

- The majority of significant subgroups outperformed the state in math 2018 through 2023⁴
- Students with disabilities outperformed the statewide average Distance from Standard (“DFS”) by 14.9 points in ELA and 23.6 points in Math during the 2022-23 school year.⁵
- Downtown Value School is a Western Association of Schools and Colleges (“WASC”) accredited school, receiving a 6-year WASC accreditation through June 2025.
- Downtown Value School has had historically high average daily attendance rates with an average attendance rate from 2021-22 to 2022-23 of 94% (94.0% in 21-22 and 93.9% in 22-23)⁶.
- Downtown Value School’s average chronic absenteeism rate for 2022-23⁷ was 19.4%, lower than the state averages of 24.3%. DVS’s chronic absenteeism rate is lower than the state for every student group: socioeconomically disadvantaged, English Learners (“EL”), students with disabilities, and Hispanic or Latino students.
- EL progress⁸ at DVS was as good as or better than the state in 2019 and 2022, and from 2018 to 2022, a higher percentage of English learners at DVS scored in the top two levels of the English Language Proficiency Assessments for California (“ELPAC”)⁹ than the state.

Chronic Absenteeism Since Last Renewal ¹⁰					
All Students	2018				
	2017-18	-19	2020-21	2021-22	2022-23
Downtown Value	2%	2%	19%	19%	19%
Residential Schools ¹¹	11%	17%	19%	41%	32%
Los Angeles Unified	12%	18%	16%	37%	31%
State	11%	12%	14%	30%	25%

⁴ CA School Dashboard Mathematics status from 2018 through 2023

⁵ 2023 CA School Dashboard Mathematics status for students with disabilities

⁶ P-2 attendance reports from 2021-22 to 2022-23

⁷ 2023 CA School Dashboard Chronic Absenteeism status

⁸ CA School Dashboard English Learner Progress from 2019 through 2022

⁹ DataQuest English Language Proficiency Assessments for CA (ELPAC) Summative scores for Level 3 (Moderately Developed) and Level 4 (Well Developed) from 2017-18 through 2021-22

¹⁰ DataQuest Chronic Absenteeism Rate for Grades K-8

¹¹ Residential Schools are defined as the LAUSD and charter schools serving grades K-8 in the 6 zip codes – 90007, 90015, 90006, 90037, 90011, and 90003 -- where 5% or more of DVS students reside (based on 2022-23 DVS enrollment)

Chronic Absenteeism Rates by Subgroup¹²

2022-2023 by Student Group	Downtown Value	Residential Schools	Los Angeles Unified	State
Socioeconomically Disadvantaged	19%	33%	34%	31%
English Learners	17%	30%	32%	28%
Students with Disabilities	25%	41%	39%	35%
Hispanic or Latino	19%	30%	32%	29%

Residential Schools¹³: The data is extracted from the DVS Student Information System (SIS) for students enrolled in 2022-2023. Downtown Value School students lived across 40 Los Angeles zip codes. However, the majority (>75%) of students are coming to our campus from 6 of the city's zip codes: 90007, 90015, 90006, 90037, 90011, and 90003. Based on the distribution of zip codes where students lived, DVS chose all the LAUSD and charter elementary and middle schools where the majority of DVS students live. The most common zip codes of students and residential schools are viewed below:

Zip	Residential Schools
CDS Code	School
90007 28.33%	19647336119903 Downtown Value
90015 26.55%	19647336112536 Accelerated
90006 26.33%	19647330100743 Accelerated Charter Elementary
90037 8.62%	19647330128058 Alliance College-Ready Middle Academy 12
90011 4.99%	19647330120030 Alliance College-Ready Middle Academy 4
90003 4.76%	19647330106864 Alliance Gertz-Ressler Richard Merkin 6-12 Complex
90018 3.55%	19647330122481 Animo Jefferson Charter Middle
90044 1.81%	19647336015887 Ascot Avenue Elementary
90057 1.59%	19647330124800 Aspire Inskip Academy Charter
90017 1.36%	19647330124792 Aspire Juanita Tate Academy Charter
90021 0.91%	19647330124784 Aspire Slauson Academy Charter
90062 0.91%	19647330109348 Aurora Elementary
90058 0.91%	19647336061402 Berendo Middle
90033 0.91%	19647330122564 Camino Nuevo Elementary #3
90016 0.91%	19647330115139 Center for Advanced Learning
90008 0.91%	19647336018360 Charles W. Barrett Elementary
90040 0.68%	19647330122135 Dolores Huerta Elementary
90043 0.68%	19647330117028 Dr. James Edward Jones Primary Center
90019 0.68%	19647330124453 Dr. Julian Nava Learning Academy
90005 0.68%	19647330122143 Dr. Owen Lloyd Knox Elementary
90013 0.45%	19647330102491 Dr. Theodore T. Alexander Jr. Science Center
90006 0.45%	19647330129650 Equitas Academy #3 Charter
90080 0.45%	19647330139121 Equitas Academy 5
90002 0.45%	19647330119982 Equitas Academy Charter
91770 0.23%	19647330122119 Estrella Elementary
91204 0.23%	
90670 0.23%	
90038 0.23%	
90302 0.23%	
90262 0.23%	
90056 0.23%	
90247 0.23%	
90222 0.23%	
90220 0.23%	
90010 0.23%	
90059 0.23%	
90047 0.23%	
90022 0.23%	
90004 0.23%	

19647336017065	Fifty-Second Street Elementary
19647336017149	Forty-Ninth Street Elementary
19647330135509	Gabriella Charter 2
19647336057921	George Washington Carver Middle
19647330114967	Global Education Academy
19647330106955	Harmony Elementary
19647336017602	Hobart Boulevard Elementary
19647336017628	Hooper Avenue Elementary
19647330109249	Hooper Avenue Primary Center
19647330135954	ISANA Himalia Academy
19647336057855	John Adams Middle
19647330109355	John W. Mack Elementary
19647330101444	KIPP Academy of Opportunity
19647330121699	KIPP Empower Academy
19647330129460	KIPP Vida Preparatory Academy
19647336019483	Lenicia B. Weemes Elementary
19647336110266	Leo Politi Elementary
19647336115794	Los Angeles Academy Middle
19647336111512	Los Angeles Elementary
19647336017990	Magnolia Avenue Elementary
19647336018006	Main Street Elementary
19647330106922	Maple Primary Center
19647330126417	Marguerite Poindexter LaMotte Elementary
19647330109256	Mariposa-Nabi Primary Center
19647336058143	Mary McLeod Bethune Middle
19647336018139	Menlo Avenue Elementary
19647336018303	Nevin Avenue Elementary
19647330102541	New Designs Charter
19647336018386	Ninety-Third Street Elementary
19647336018410	Normandie Avenue Elementary
19647336018436	Norwood Street Elementary
19647330109181	Olympic Primary Center
19647336018535	One Hundred Seventh Street Elementary
19647330122127	Quincy Jones Elementary
19647330109330	Ricardo Lizarraga Elementary
19647330126375	Sally Ride Elementary: A SMARt Academy

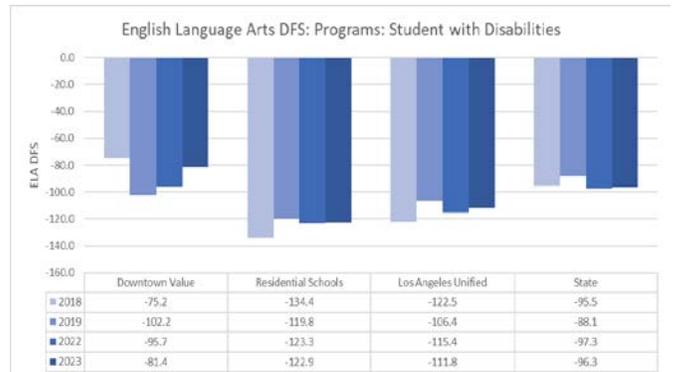
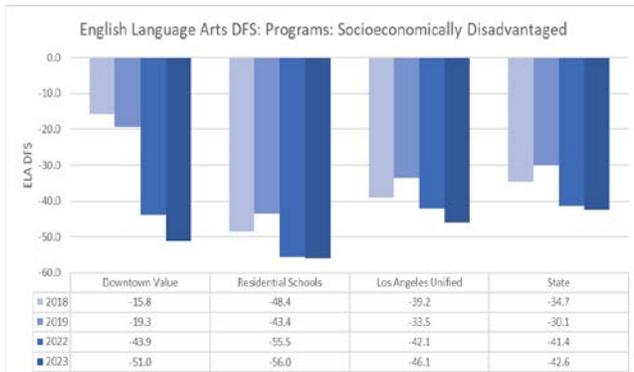
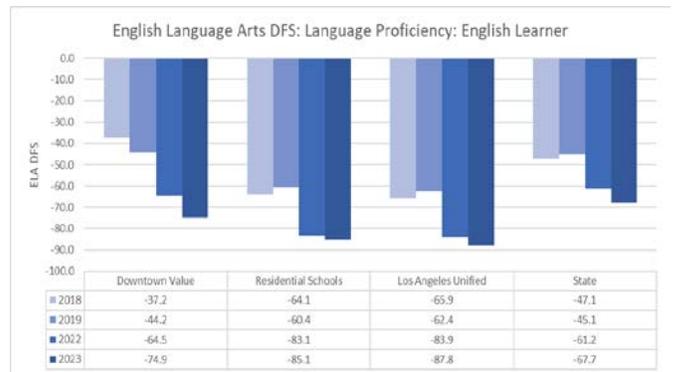
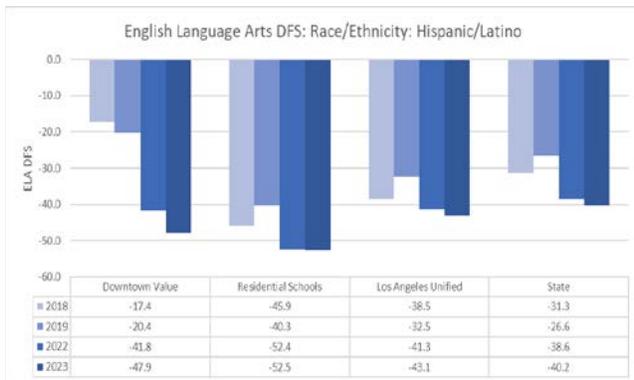
¹² DataQuest 2022-23 Chronic Absenteeism Rate by student group. The average score shown for Residential schools is based on the total count of students who were chronically absent across schools divided by the total number of students included in the measure across schools. We used the counts to determine the true average so that the size of each school would be factored into the calculation, ensuring smaller schools wouldn't be over-represented in the average.

¹³ Residential Schools are defined as the LAUSD schools serving grades K-8 in the zip codes where 5% or more of DVS students reside (based on 2022-23 DVS enrollment).

19647336019053	San Pedro Street Elementary
19647336019137	Seventy-Fifth Street Elementary
19647336019251	Sixty-First Street Elementary
19647336019269	Sixty-Sixth Street Elementary
19647336019293	South Park Elementary
19647330136986	STEM Preparatory Elementary
19647330106427	Synergy Charter Academy
19647330117895	Synergy Kinetic Academy
19647336019459	Tenth Street Elementary
19647336019475	Thirty-Second Street USC Performing Arts
19647336019558	Trinity Street Elementary
19647336019582	Twentieth Street Elementary
19647336019590	Twenty-Eighth Street Elementary
19647336019731	Vermont Avenue Elementary
19647330139089	Vista Horizon Global Academy
19647336019814	Wadsworth Avenue Elementary
19647336114912	Watts Learning Center
19647330120527	Watts Learning Center Charter Middle
19647336019889	West Vernon Avenue Elementary
19647330112011	William Jefferson Clinton Middle

Areas of Challenge

Pre-pandemic the majority of DVS's student subgroups in ELA were outperforming both residential and state schools ¹⁴.



¹⁴ CA School Dashboard English status from 2018 through 2019. The average DFS shown for residential schools is a weighted average. We factored in the size of each school when determining the average DFS, so smaller schools wouldn't be over-represented in the average. To calculate, we multiplied each school's DFS by the total number of students represented in the score, summed those totals and divided by the total number of students represented across all schools.

Post pandemic, the most recent available CAASPP data shows that currently students with disabilities are outperforming the state. In order to improve academic outcomes in English Language Arts for all numerically significant subgroups, DVS adopted a new English curriculum for all grade levels. To support the curriculum all teachers participated in professional development as well as ongoing training and coaching throughout the year. In addition, TK-3 teachers received a multi-day training on the science of reading and the Orton-Gillingham approach through the Institute of Multi-Sensory Education. These teachers continue to receive ongoing training and support through the institute, and the network-wide Chief Academic Officer. Teachers in grades 4-8 continue to receive onsite training, development and coaching in reading via the onsite Director of Instruction, and the Network-wide Chief Academic Officer who work together to determine areas of need to support DVS educators in the development of reading for all students. During the 2024-25 school year, a reading specialist and coach will be added to the team to further support all students in reading to support the continuous implementation of the science of reading at all grade levels.

DVS math DFS data for all students is lower than the state for all students; however, we also see that the data for the majority of subgroups is higher than the state for consecutive years. Nonetheless, we continue to recognize math as an area of need and improvement, as a result DVS adopted a new mathematics curriculum for all grade levels. Similar to ELA, teachers received professional development and training on the curriculum, and continue to receive ongoing coaching and support from the onsite Director of Instruction and the network-wide Chief Academic Officer. During the 2023-24 school year, a math specialist was able to review the DVS math program and identified areas of strength and improvement. This diagnostic has been used to further coach and support the implementation of a stronger mathematics program at DVS. In addition, the network office will hire a math director and coach for the 2024-25 school year who will focus on the DVS math program to improve teacher practice in mathematics.

In response to the challenges posed by the post-pandemic learning gap, the Value Schools network office collaborates closely with the DVS school leadership team to address the issue. Several initiatives have been implemented, including:

1. Training sessions for teacher leaders on data-driven instruction by the Relay Graduate School of Education, followed by practicum training hosted by the network office.
2. Monthly professional development sessions for school administrators and leaders on data-driven instruction and effective monitoring of key performance indicators.
3. A comprehensive 5-day training session on the Science of Reading by the Institute of Multisensory Learning Education, attended by school leaders such as the principal, director of instruction, the reading coach, and Chief Academic Officer, who continue to collaborate on implementing these practices at DVS.
4. A reading specialist and coach were also hired during the 2024-25 school year to further coach and support teachers in the science of reading. Teachers receive weekly to biweekly coaching in reading.

5. Teachers also receive weekly to biweekly coaching sessions with the director of instruction in math.
6. Ongoing professional development and intellectual preparation sessions for teachers aimed at supporting all students in reading, writing, and math.
7. Daily coaching and leadership and instructional mentoring for the principal on effective school and instructional practices by the Networkwide Chief Academic Officer.
8. As of 2024-25, the network office hired a Chief Academic Officer whose background and experience is in supporting diverse learners, including ELs; a SPED director and math director and math director were also hired and are meeting with teachers and coaches 2-3 times per week to develop a stronger academic program.

These efforts are geared towards addressing the learning gaps that emerged during the pandemic and ensuring that students receive the support they need to thrive academically.

Eligibility for Charter Renewal

Downtown Value meets the criteria for the “middle tier,” as determined by law and affirmed by the California Department of Education’s (“CDE”) published charter school renewal performance data chart. We are proud that the Charter School has outperformed the state in the majority (50% or greater) of numerically significant student groups that are performing below the All Students average in math in both 2022 and 2023¹⁵. and it’s English Learner progress was 6.7 percentage points higher than the state in 2022¹⁶. It did not surpass the state for all students and the majority of significant student groups in ELA or for English learner progress in 2023. Based on the Dashboard indicators, Downtown Value had a mix of yellow, orange and red indicators in 2023 and indicators ranging from two (Low) to four (High) bars in 2022¹⁷.

Accordingly, a charter school qualifies for a five-year renewal team according to the renewal standard outlined in Education Code Section 47607.2(b)(1). This determination aligns with the California Department of Education’s classification of the Charter School as a “middle tier” school. Education Code Section mandates that the District must provide greater weight to academic performance metrics (CAASPP ELA and Math, English Learner Progress Indicator (“ELPI”), and the College and Career Indicator) when considering charter renewal. Downtown Value Schools show evidence of success on statewide indicators on the Dashboard.

ELA and Math DFS data

Downtown Value School consistently outperforms the state status in math for the majority (50% or greater) of significant student subgroups. Downtown Value School outperforms the state in math for all significant student subgroups in the 2023 school year and for some significant subgroups in 2022.

¹⁵ CA School Dashboard Mathematics status for 2022 and 2023

¹⁶ CA School Dashboard English Learner Progress status for 2022

¹⁷ CA School Dashboard indicators for 2022 and 2023. In the absence of two consecutive years of data, the 2022 CA School Dashboard replaced the color indicators with bar charts ranging from one bar (Very Low) to five bars (Very High). This is a general statement that refers to: Math, ELA, EL Progress, Suspension and Chronic Absenteeism.

Though all students in both ELA and math do not surpass the states DFS, throughout the past charter term, numerically significant subgroups of students continued to surpass the state average on the CA School Dashboard. Notably, from 2018 to 2023, the majority of numerically significant subgroups outperformed the state in math each year ¹⁸. Similarly, in ELA, the majority of significant subgroups surpassed the state’s Dashboard average during the 2018 and 2019 school years. However, post-pandemic, there was a slight decline in DVS’s numerically significant subgroup performance compared to the state in ELA, with a narrow margin ranging from 3.3 to 7.7 points lower than the state averages. Nonetheless, DVS outperformed the state in all numerically significant subgroups in math in 2023. Furthermore, in both 2022 and 2023, DVS surpassed the state average for students with disabilities (“SWD”) in both math and ELA,

Downtown Value School 2018-23 ELA Data Comparison vs. State¹⁹				
Student Group	2018	2019	2022	2023
All Students	10.3 pts lower	17.9 pts lower	29.7 pts lower	34.6 pts lower
ELs	9.9 pts higher	0.9 pts higher	3.3 pts lower	7.2 pts lower
SED	18.9 pts higher	10.8 pts higher	2.5 pts lower	8.4 pts lower
SWD	20.3 pts higher	14.1 pts lower	1.6 pts higher	14.9 pts higher
Hispanic/Latino	13.9 pts higher	6.2 pts higher	3.2 pts lower	7.7 pts lower

demonstrating consistent improvement in this student group every year since 2019.

¹⁸ CA School Dashboard Mathematics status for 2022 and 2023

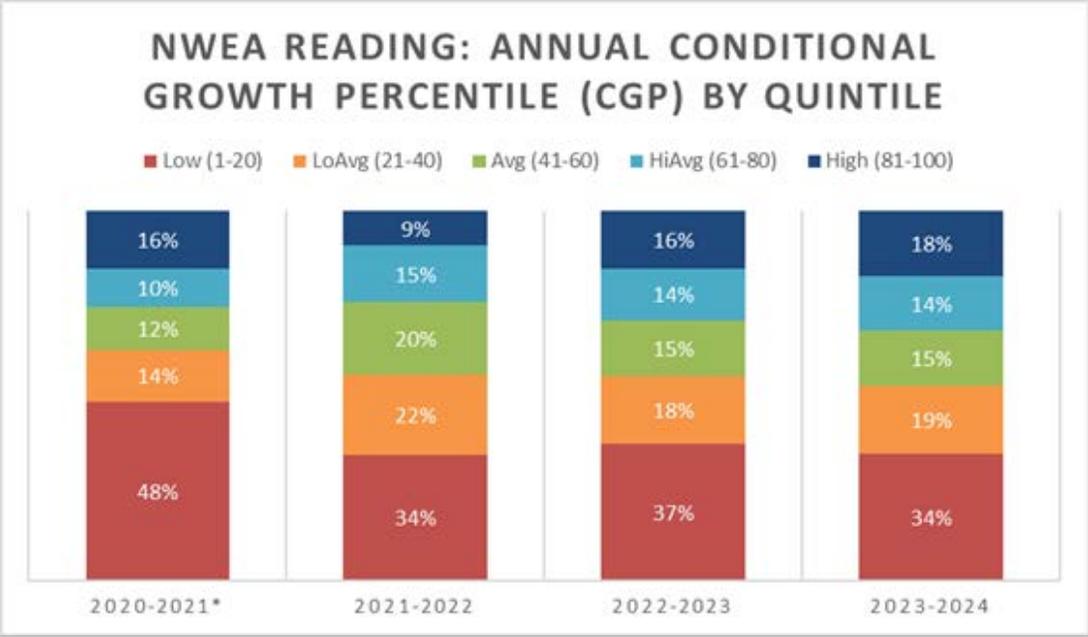
¹⁹ CA School Dashboard English Language Arts status for 2018 through 2023

Downtown Value School 2018-23 Math Data Comparison vs. State				
Student Group	2018	2019	2022	2023
All Students	7.3 pts lower	16 pts lower	29.9 pts lower	27.2 pts lower
ELs	14 pts higher	6.1 pts higher	3.4 pts lower	1.1 pts higher
SED	22.7 pts higher	13.8 pts higher	-0.1 pts lower	2.2 pts higher
SWD	19.3 pts higher	20.1 pts lower	2.7 pts higher	23.6 pts higher
Hispanic/Latino	21.2 pts higher	12.9 pts higher	1.7 pts higher	5.2 pts higher

Verified NWEA Growth Data in Reading

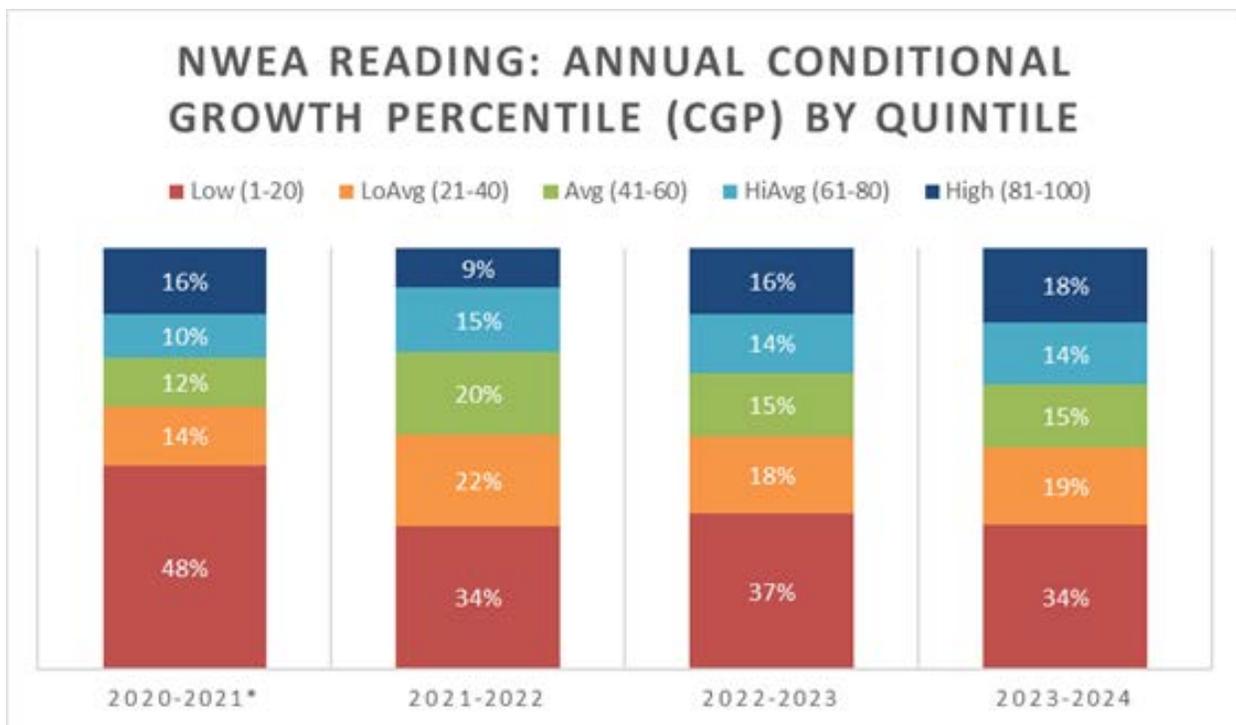
Our NWEA MAP Growth verified data further indicates that the percentage of students surpassing or progressing towards one year of growth in reading has been increasing since the first full year of quarantine. The following charts show there is a clear positive trend in reading growth among all Downtown Value School students from the 2020-21 to 2022-23 SY. More students achieved average or above average growth (40th percentile or higher) in reading in 2023 than 2021, schoolwide and for student groups.

²⁰ CA School Dashboard Mathematics status for 2018 through 2023



The data indicate that the percentage of all students in the lowest percentiles for Conditional Growth Percentile (“CGP”) decreased by 14 percentage points from the 2020-21 SY to the 2023-24 SY. Additionally, there was an increase of 9 percentage points in the proportion of students achieving grade level growth equal to or greater than the national norms during this period.

During the full year of quarantine (2020-21), 49% of SED students, 52% of EL students, and 43% of SWDs were in the lowest quintile for growth (0-20th percentile for growth) reflecting the significant impact of the lack of access to in-person instruction, particularly on the most at-risk students.



*2020-21 based on Winter-to-Spring growth because students were not tested in Fall (remote learning year)

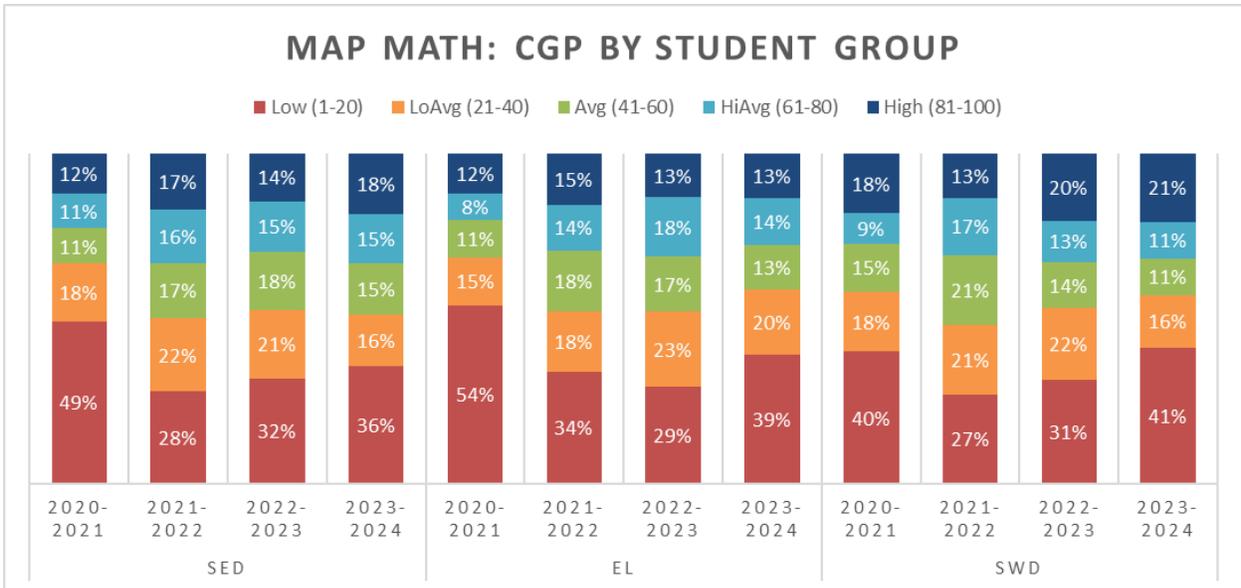
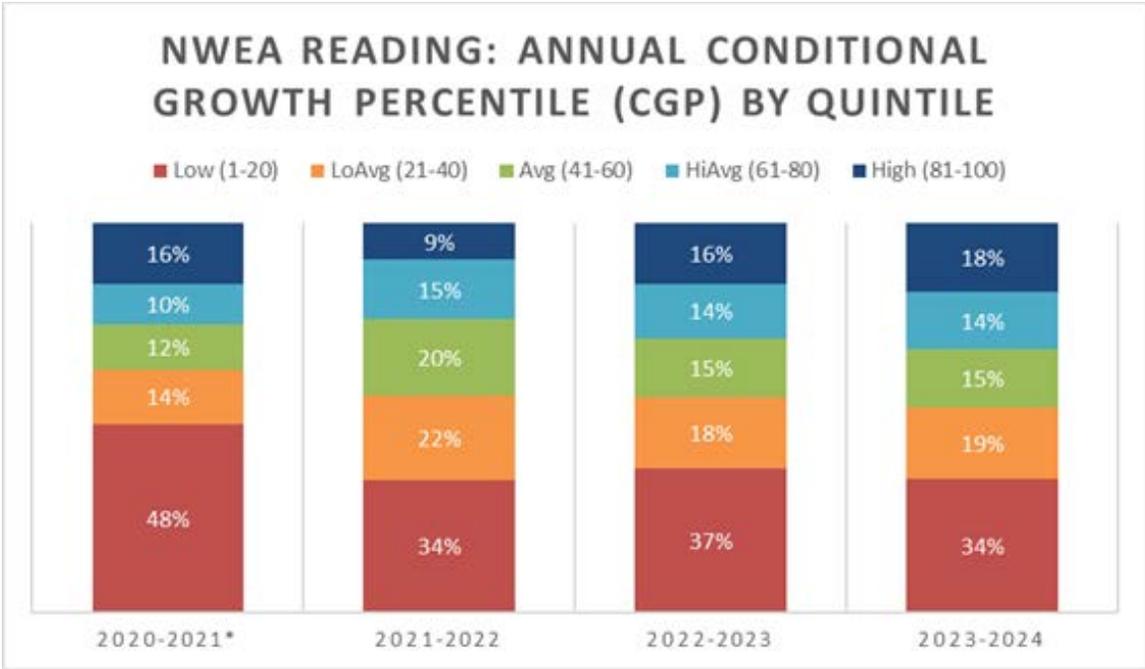
Since the return of in-person student learning, verified reading data shows positive trends in student growth among these subgroups. The percentage of SED students in the lowest quintile for growth declined by 13 percentage points from the 2020-21 SY to the 2023-24 SY. Similarly, the percentage of ELs in the lowest quintile for growth declined by 15 percentage points, and the percentage of SWDs in the highest percentiles for growth (81-100th CGP) increased by 8 percentage points over the same timeframe.

Moreover, there has been growth in the top 3 quintiles for growth for all students and significant subgroups. The percentage of all students in the top 3 quintiles for growth increased by 9 percentage points from the 2020-21 SY to the 2023-24 SY. Similarly, the percentage of SED students, ELs, and SWDs achieving the 40th percentile for growth or higher also increased by 9, 11, and 3 percentage points respectively during the same period.

These findings highlight significant improvements in reading growth among all students and significant subgroups from the 2020-21 SY to the 2023-24 SY, indicating progress towards or achieving one year of growth since the 2020-21 SY.

Verified NWEA Growth Data in Math

Our data further indicates that the percentage of students progressing towards or making one year of growth in math is also increasing since the first full year of quarantine. The following verified data in math represents this:



The verified math data illustrate a positive growth trend for all DVS students from the 2020-21 to 2023-24 SY. More students are achieving higher conditional growth percentiles annually.

Analysis of the data shows that the percentage of all students in the lowest growth quintile (0-20th CGP) decreased by 15 percentage points from the 2020-21 SY to the 2023-24 SY. Concurrently, the portion of students achieving grade-level growth equal to or greater than the national norms (41st CGP or higher) increased by 17 percentage points, improving from 33% to 50% during this timeframe.

During the full year of quarantine, the verified math data showed that 49% of SED students, 54% of EL students, and 40% of SWDs were in the lowest quintile for growth (0-20th CGP).

Following the return to in-person learning, verified math data indicates positive growth trends among significant subgroups. The percentage of SED students in the lowest growth quintile declined by 13 percentage points from the 2020-21 SY to the 2023-24 SY. Similarly, the percentage of ELs in the lowest growth quintile decreased by 15 percentage points during this period. Additionally, the percentage of SWDs in the highest growth quintile increased by 3 percentage points over the same timeframe. We therefore observe a positive growth trend for all significant subgroups of students during this period.

Similarly, there has been growth in the top 3 quintiles for growth (41st CGP and above) for all students and significant subgroups. The percentage of all students and SED students in the top 3 quintiles for growth increased by 17 percentage points and 15 percentage points, respectively from the 2020-21 SY to the 2023-24 SY. Similarly, the percentage of ELs in the top 3 quintiles for growth increased by 10 percentage points during the same period. The percentage of SWDs in the top 3 quintiles for growth increased by 1 percentage points over the same timeframe. The average growth amongst all students and subgroups of students in the top 3 quintiles for growth is therefore 11 percentage points.

These findings underscore a substantial increase in math growth for all students and significant subgroups from the 2020-21 SY to the 2023-24 SY, as evidenced by the verified math data. This suggests progress towards or achieving one year of growth since the 2020-21 SY.

Verified Data Requirements

NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students. The Student Growth Summary Report from the MAP system provides the School CGI for each grade level for a specific set of terms, but it does not offer a school-wide average or averages by student subgroup.

Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the school-wide, grade band, and subgroup averages for each year. According to NWEA guidance in using MAP Growth Data for AB1505: “For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. “

Participation Rate Methodology

Using CALPADS EOY reports, we determined the number of students enrolled most of the school year (Census Day through mid-May). Using NWEA MAP data extracts, we determined the number of students who pre- and post-tested for each school year (terms vary depending on school year) who were also continuously enrolled according to CALPADS. Using these two data sets, we determined that the pre- to post-test participation rate at DVS was above 95% in 2022-

2023 and 2023-24. We believe this is in the spirit of AB1505’s verified data requirements, to provide the test participation rate of students continuously enrolled most of the school year. (Note: We were not tracking pre- to post-test participation rate prior to 2022-23.)

Participation Rate		
Academic Year	Subject: Math	Subject: Reading
2022-2023	99%	98%
2023-2024	99%	99%

Summary of Math and Reading Data

Over the past two years, the schoolwide average for CGI scores in math remained stable at -0.3, which is slightly below the -0.2 to 0.2 range for 1-year growth. According to the data, performance began to improve from Fall 2023 to Spring 2024, with several grade levels meeting or exceeding the growth benchmark. K-6 grades displayed strong progress, with all students and subgroups averaging one year of growth, while challenges were experienced in 7th and 8th grade due to a teacher shortage in those specific grade levels.

In reading, the first year of in-person instruction after the pandemic served as a baseline, with 3rd grade initially meeting the growth target. By Spring 2024, the majority of grades showed positive trends, achieving or surpassing one year of growth. K-6 grades exhibited significant improvement, with average student growth rising from -0.4 to -0.1. Socioeconomically Disadvantaged (SED) students and English Learners (ELs) also saw gains.

Overall, both math and reading data reflect notable progress, especially in K-6 grades, demonstrating resilience and improvement as the school adapted to post-pandemic conditions.

NWEA MAP Growth

Upon reviewing the math data in the period from Fall 2023 to Spring 2024, several grade levels began to show improvement or met the one-year growth benchmark from the baseline data of Fall 2021 to Spring 2023. In general, the data reveals both significant achievements and areas for growth across grade levels. The data also indicates the 7th and 8th grade student learning was impacted by the teacher shortage experienced at DVS directly after returning to in-person learning.

By building on successes and addressing specific challenges, we can continue to foster a positive trajectory for all students.

Improvements. 1st, 3rd, and 6th grades have shown strong positive growth or recovery, reflecting successful teacher adaptation to professional development and coaching.

Overview of Subgroup Data.

- Socioeconomically Disadvantaged students have maintained a consistent performance with scores stabilizing at -0.3, which is slightly below the expected -0.2 to 0.2.
- Students with Disabilities initially saw a slight improvement from Fall 2021 to Spring

2023, with scores rising to -0.1 with a slight decrease for the current school year. DVS baseline data and the 2022-23 SY indicate student growth of 1 year.

- English Learner data indicates that growth is occurring primarily in grades K-6. You may see this data in the K-6 table chart and to be further explained below.

School Level CGI Scores from the Student Growth Summary Report			
Grade Level	Fall 21 - Spring 22	Fall 22 - Spring 23	Fall 23 - Spring 24
K	-1.62	-2.94	-1.60
1	-0.36	-0.55	1.92
2	0.50	-1.52	-0.60
3	1.39	-0.51	1.34
4	-1.10	-3.04	-0.37
5	-0.87	-1.51	-1.46
6	0.32	0.86	1.17
7	-1.09	-1.29	-3.01
8	-0.35	-0.18	-2.43

**blue indicates growth from baseline year; green indicates 1-year growth and/or increase from the baseline year*

Schoolwide & Student Group Averages of Student CGI Scores			
Averages	Fall 21 - Spring 22	Fall 22 - Spring 23	Fall 23 - Spring 24
Schoolwide	-0.2	-0.3	-0.3
Socioeconomically Disadvantaged	-0.2	-0.3	-0.3
English Learners	-0.3	-0.4	-0.5
Students w/ Disabilities	-0.2	-0.1	-0.4

**green indicates 1-year growth and/or increase from the baseline year*

A closer review of the math data reveals encouraging improvement across K-6 grade levels, with all students and subgroups demonstrating one year of growth on average.

- Overall K-6: The average score started at -0.2, declined slightly to -0.3, and then improved to 0.0, indicating that student growth is now above baseline levels as of Spring 2024.
- Socioeconomically Disadvantaged (SED) Students: These students saw a positive shift, with scores improving from -0.2 in Spring 2022 to -0.1 in Fall 2024, reflecting progress towards expected growth.
- English Learners (ELs): Although starting from -0.3 and dropping to -0.4, scores improved to -0.2 in the latest period, showing recovery and growth.
- Students with Disabilities: This subgroup made significant strides, improving from -0.3 to 0.0, and then to -0.1, demonstrating continuous 1 year growth for students.

Overall, the math data reveals a positive trend across K-6 grades and subgroups, with significant improvements observed in the most recent academic year. These grade levels showed resilience and steady progress, largely because they were less impacted by the teacher shortage as Downtown Value School returned to normal operations after the pandemic.

K-6 Grade Level Averages & Student Group Averages of Student CGI Scores			
Averages	Fall 21 - Spring 22	Fall 22 - Spring 23	Fall 23 - Spring 24
All K-6	-0.2	-0.3	0.0
Socioeconomically Disadvantaged	-0.2	-0.3	-0.1
English Learners	-0.3	-0.4	-0.2
Students w/ Disabilities	-0.3	0.0	-0.1

**green indicates 1-year growth and/or increase from the baseline year*

NWEA MAP Reading

When reviewing the reading data over the past three years, the first year of students returning to in-person instruction served as a baseline for growth and learning, with 3rd grade initially meeting the one-year growth benchmark. By Spring 2024, the data reflects a positive trend, with the majority of grade levels either showing improvement or achieving one year of growth from the baseline data of Spring 2022. Similar to the math data, the reading data also indicates that 7th and 8th grade student learning was impacted by the teacher shortage experienced at DVS directly after returning to in-person learning.

Improvements. First through 3rd grade, and 6th grade have shown strong positive 1-year growth, while Kindergarten, 4th and 7th grade have shown improvement in growth from the baseline year.

Overview of Subgroup Data.

- Socioeconomically Disadvantaged students have maintained a consistent performance with scores stabilizing at -0.3, which is slightly below the -0.2 to 0.2 range for 1-year growth.
- Students with Disabilities initially saw a slight improvement from Fall 2021 to Spring 2023, with scores rising to -0.1 with a slight decrease for the current school year. DVS baseline data and the 2022-23 SY indicate student growth of 1 year.
- English Learner data indicates that growth is occurring primarily in grades K-6. You may see this data in the K-6 table chart.

School Level CGI Scores from the Student Growth Summary Report			
Grade Level	Fall 21 - Spring 22	Fall 22 - Spring 23	Fall 23 - Spring 24
K	-2.10	-3.25	-1.18
1	-0.38	-0.45	0.88
2	-1.00	0.35	0.29
3	1.30	1.68	2.63
4	-2.75	-3.45	-1.00
5	-2.12	-1.71	0.00
6	-1.11	-2.63	-1.84
7	-4.81	-0.41	-1.55

8	-0.59	-0.88	-5.33
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**blue indicates growth from baseline year; green indicates 1-year growth and/or increase from the baseline year*

Schoolwide & Student Group Averages of Student CGI Scores			
Averages	Fall 21 - Spring 22	Fall 22 - Spring 23	Fall 23 - Spring 24
Schoolwide	-0.5	-0.4	-0.4
Socioeconomically Disadvantaged	-0.5	-0.4	-0.4
English Learners	-0.5	-0.6	-0.5
Students w/ Disabilities	-0.8	-0.1	-0.7

**blue indicates growth from baseline year*

When reviewing the reading data further, it is evident that there is more improvement in grade levels K-6 across all students and subgroups, and that one-year growth is demonstrated on average for all K-6 students and subgroups.

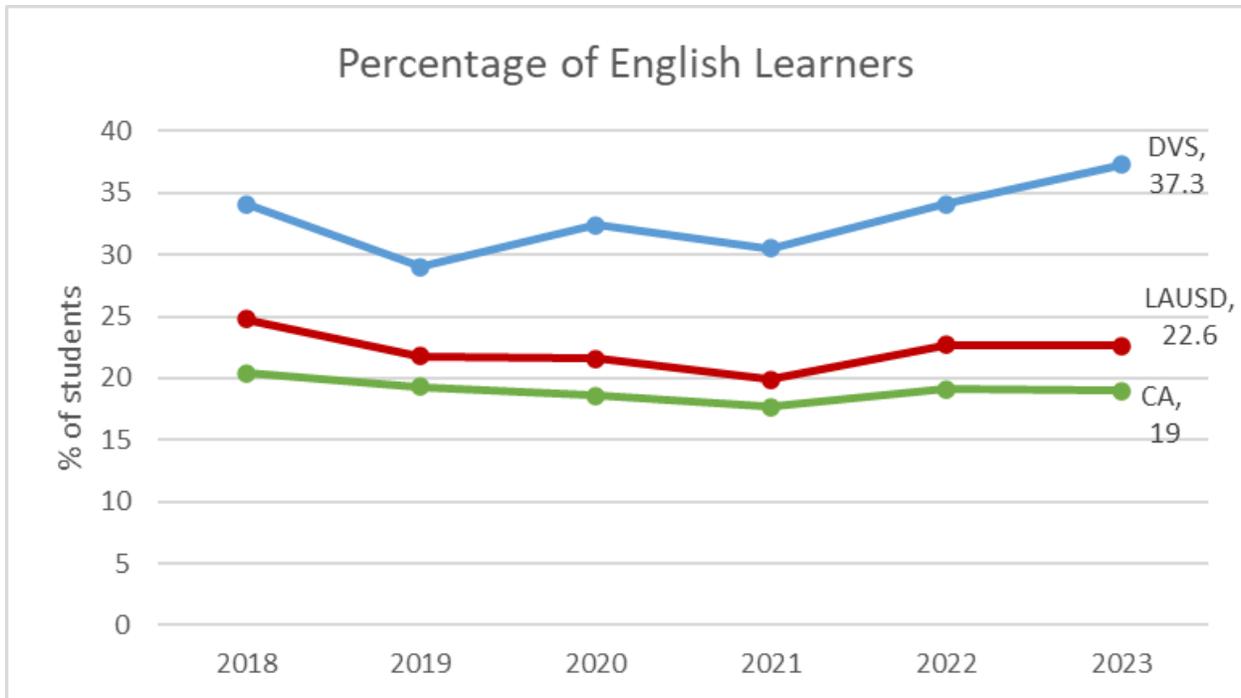
- The average K-6 student growth in Fall 2021 to Spring 2022 was -0.4 and improved to -0.1 in Fall 2023 to Spring 2024 across K-6 grade levels.
- Similar improvement was also seen with SED students who improved from a baseline data of -0.4 to -0.2 in Spring 2022, as well as for K-6 ELs who improved from a 2022 baseline data of -0.4 to -0.2 in Spring 2024.
- Even though K-6 students with disabilities are not meeting one year growth as of Spring 2024, the data indicates that they have improved from the baseline school year of Spring 2022 from -0.5 to -0.4 during Spring 2024, and achieved one year growth in 2023.

K-6 Grade Level Averages & Student Group Averages of Student CGI Scores			
Averages	Fall 21 - Spring 22	Fall 22 - Spring 23	Fall 23 - Spring 24
All K-6	-0.4	-0.5	-0.1
Socioeconomically Disadvantaged	-0.4	-0.5	-0.2
English Learners	-0.4	-0.6	-0.2
Students w/ Disabilities	-0.5	-0.2	-0.4

**blue indicates growth from baseline year; green indicates 1-year growth and/or increase from the baseline year*

English Learner Data

Downtown Value School has consistently served a much higher percentage of English Learners than the District or the state. In 2022-23, 15% more of DVS's students were English Learners than the LAUSD average.



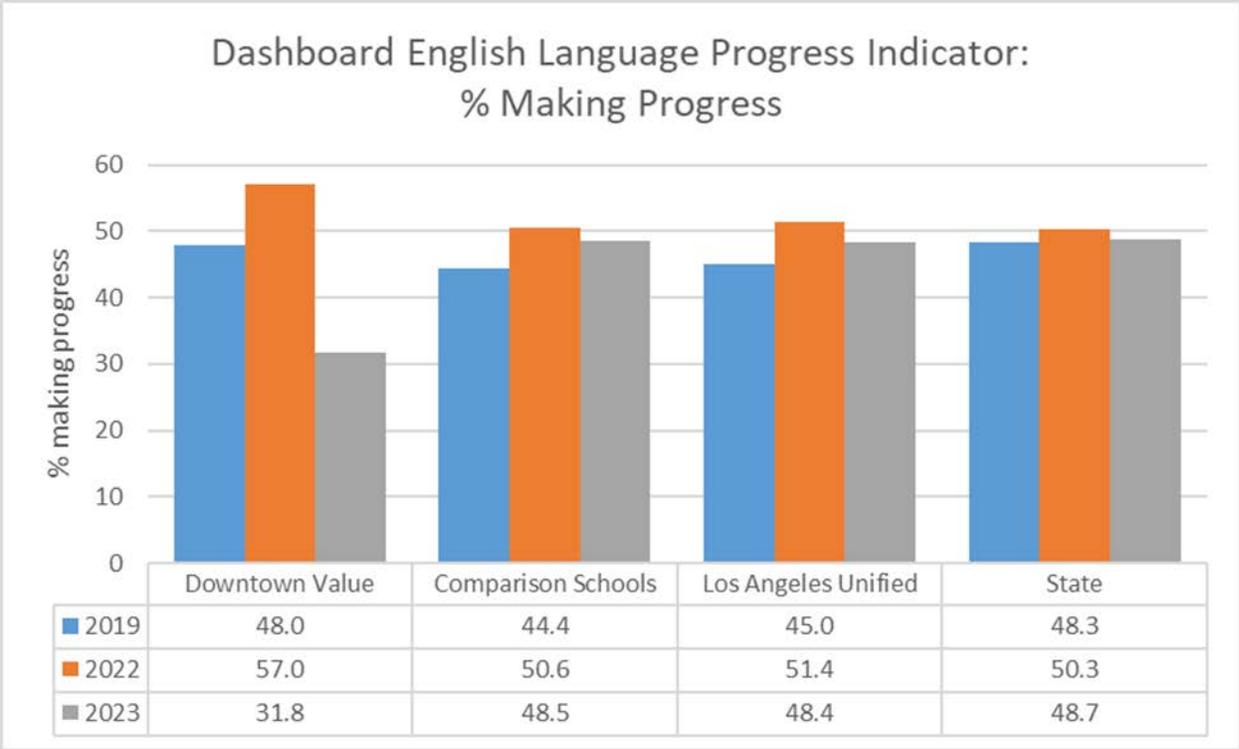
Summary, English Learner Progress. Due to a change in the English Learner test from the California English Language Development Test to the ELPAC and an interruption in ELPAC testing during the pandemic, the English progress data is limited on the Dashboard, but DVS performed as well as or better than residential schools²¹, the District, and the state in 2019 and 2022²². In 2022, 57% of DVS English learners made progress compared to 50-51% at the District and state²³. Additionally, every year from 2018 to 2022, a higher percentage of students at DVS scored in the top two levels of the ELPAC compared to the District and the state²⁴. Historically, DVS has exceeded the District and the state averages for students in Level 3 and 4 by 9 to 20 percentage points.

²¹ Residential Schools are defined as the LAUSD schools serving grades K-8 in the zip codes where 5% or more of DVS students reside (based on 2022-23 DVS enrollment).

²² CA School Dashboard English Learner Progress status for 2019 through 2022

²³ CA School Dashboard English Learner Progress percent making progress toward English language proficiency for 2022

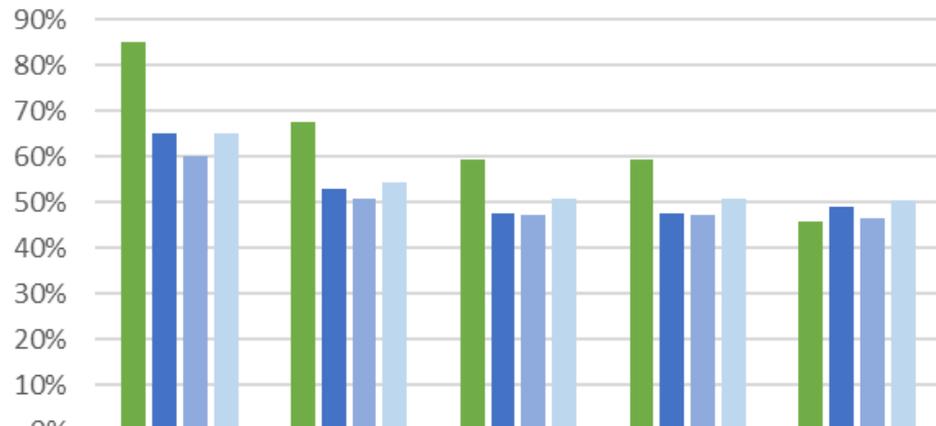
²⁴ DataQuest English Language Proficiency Assessments for CA (ELPAC) Summative scores for Level 3 (Moderately Developed) and Level 4 (Well Developed) from 2017-18 through 2021-22



Additionally, every year from 2018 to 2022, a higher percentage of students at DVS scored in the top two levels of the ELPAC compared to the District and the state. Historically, DVS has exceeded the District and the state averages for students in Level 3 and 4 by 9 to 20 percentage points²⁵.

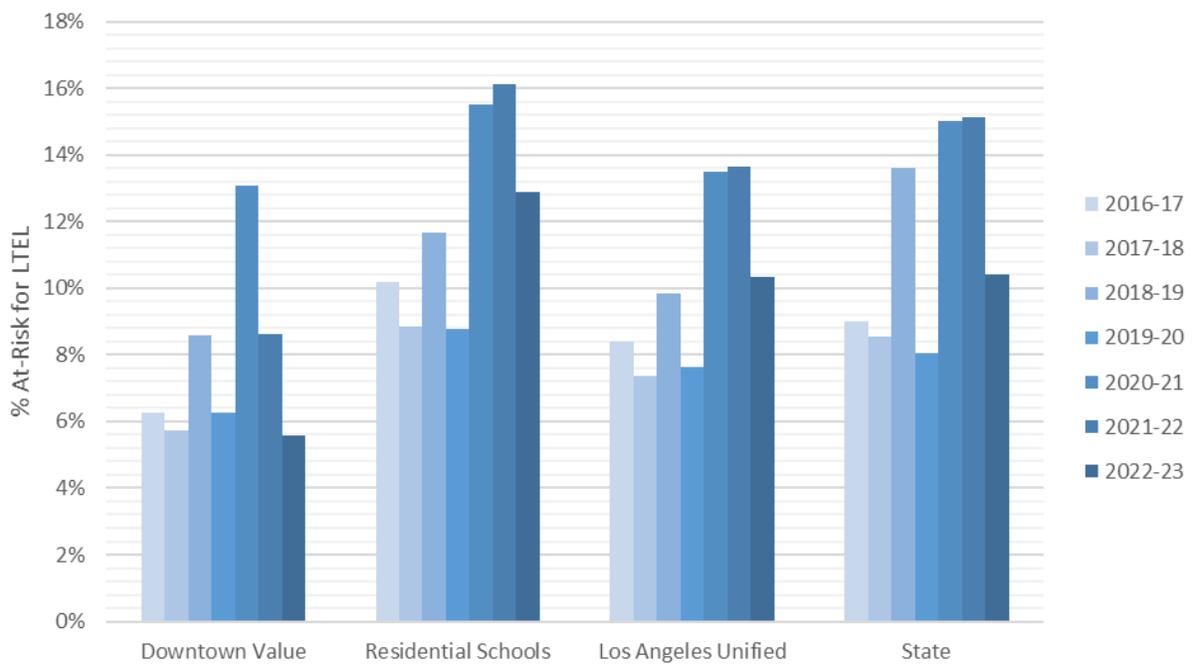
²⁵ DataQuest English Language Proficiency Assessments for CA (ELPAC) Summative scores for Level 3 (Moderately Developed) and Level 4 (Well Developed) from 2017-18 through 2021-22. The average score shown for Residential schools is based on the total count of students scored a 3 or 4 on the ELPAC / were reclassified, at risk LTELs across schools divided by the total number of students included in the measure across schools. We used the counts to determine the true average so that the size of each school would be factored into the calculation, ensuring smaller schools wouldn't be over-represented in the average.

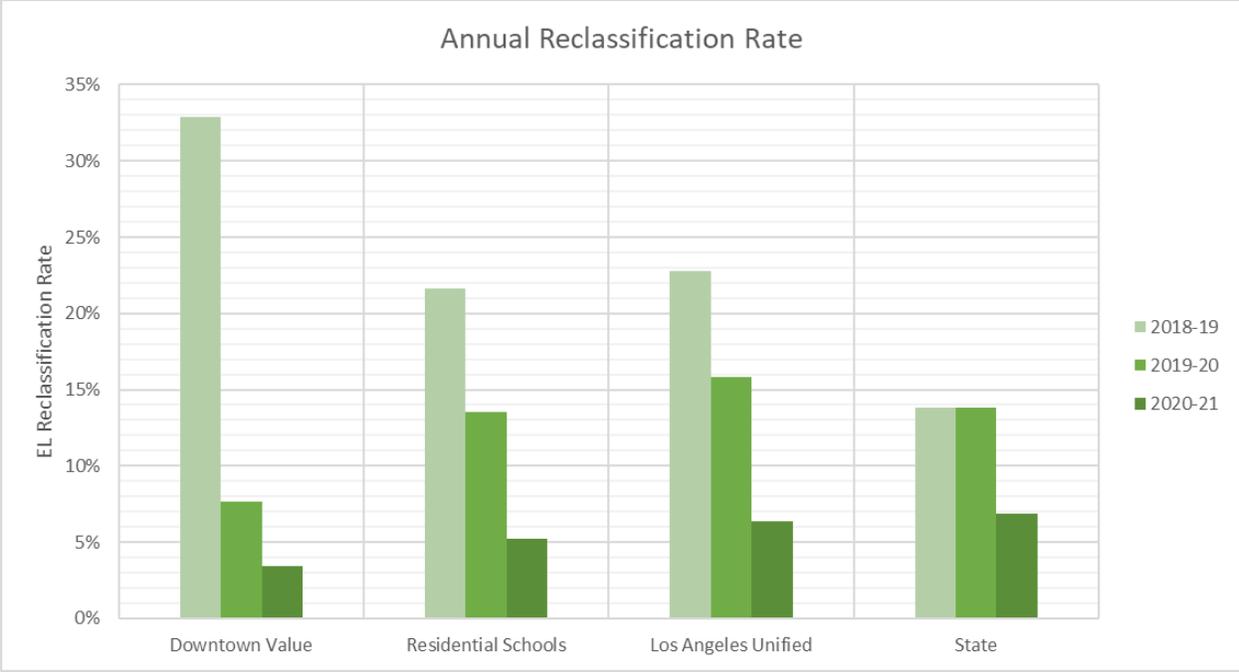
ELPAC: Percentage Scoring Level 3 or 4



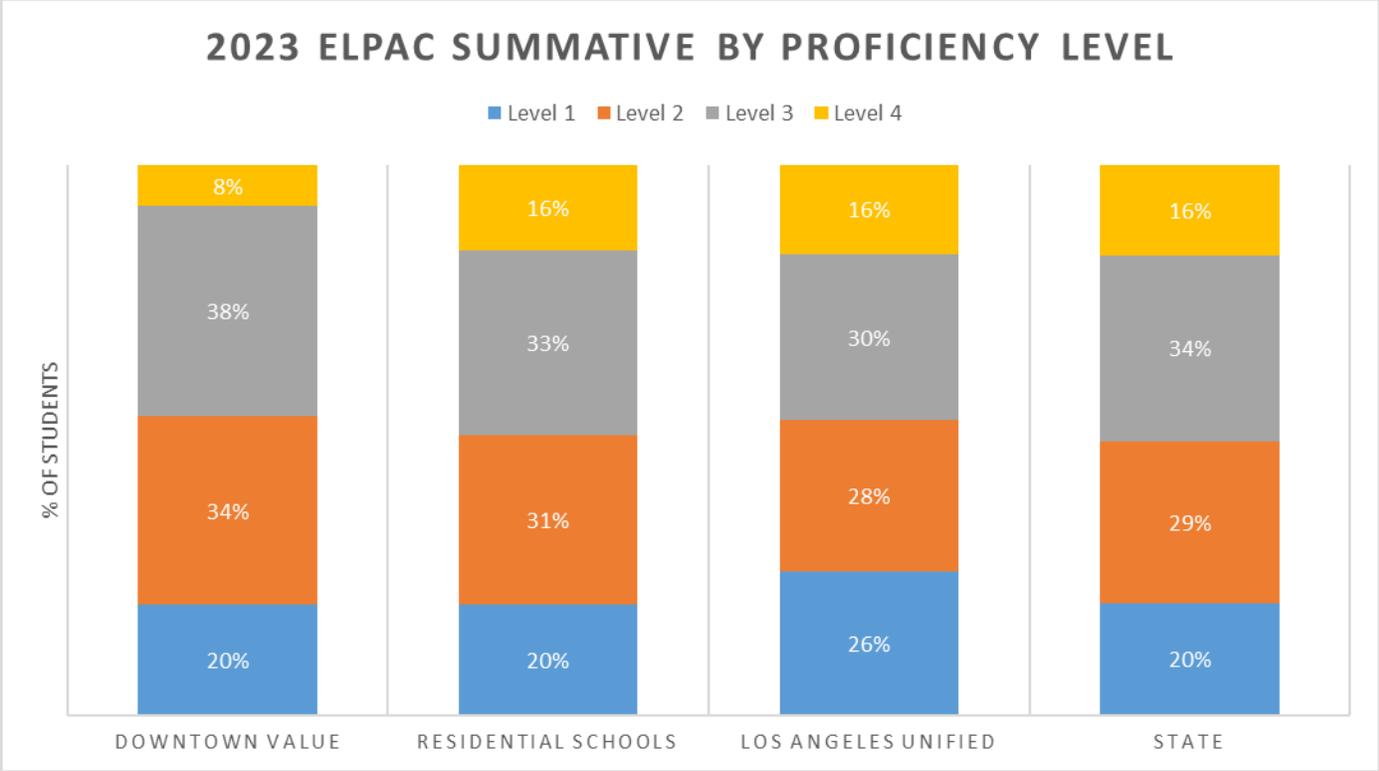
	2018	2019	2021	2022	2023
DVS	85%	68%	59%	59%	46%
Residential Schools	65%	53%	48%	48%	49%
LAUSD	60%	51%	47%	47%	46%
State	65%	54%	51%	51%	50%

ELs in Gr. K-8 "At-Risk" of Becoming Long-Term English Learners





ELPAC Summative



Student Population to be Served

The Downtown Value School Community

Value Schools was founded to educate students who come from traditionally underserved populations. Downtown Value is a classroom-based school that serves students in grades TK through 8, primarily from the Pico-Union area. As revealed in information submitted upon enrollment, most of Downtown Value's students come from families living below the poverty line and live in households where English is not the primary language. Some are recent arrivals to the United States, speaking little or no English. Under 5% of DVS parents report having graduated from a 4-year college or university; more than two-thirds report no formal education beyond high school.

As demonstrated in parent meetings and surveys, many families choose Downtown Value School because of the emphasis Value Schools places on higher education, particularly preparation for university admission and success. Most DVS parents, many of them immigrants seeking a better life for their children, are fully invested in the conviction that academic excellence, including strong English language and critical thinking skills, are the key to that life.

Students from the surrounding neighborhoods often experience domestic instability, with families of mixed citizenship and immigration status who are often under substantial stress to keep their children properly fed and housed, and to provide for them a high-quality education that will allow them to pursue education beyond high school. They have experienced more trauma, food insecurity and pandemic-related losses than students in neighborhoods with higher income levels. Downtown Value School recognizes that the families it serves need particular attention to ensure that students are properly prepared for high school and enter it with a college-oriented mindset. In addition to providing nutritious meals and an academically rigorous academic program, Downtown Value School emphasizes the importance of school attendance, supported by the Value Schools attendance specialist.

Downtown Value School addresses the particular needs of its students and their families by maintaining a culturally sensitive staff and providing qualified counseling resources. Appropriate resources are made available for students and families through organizations with whom DVS maintains a relationship (e.g., Uplift Family Services and the Children's Bureau, Red Shield) and, if necessary, by referral to other qualified mental health providers.

Although gentrification of the surrounding area is thought likely to change the demographics of the neighborhood somewhat in coming years, for the next charter term, Downtown Value School expects an enrollment and demographic pattern substantially similar to that in recent years.

Student Demographics²⁶

<i>Subgroups / School Years</i>	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Socioeconomically Disadvantaged	95.4%	94%	92.8%	91.7%	79.2% ²⁷	93.9%
Hispanic / Latino	99.3%	99.3%	99.1%	99.3%	97.9%	98.1%
Students with Disabilities	10.4%	8.3%	12%	12.9%	12.1%	15.5%
English Learners	29%	32.4%	30.5%	34.1%	37.3%	38.4%
Homeless Youth	–	–	1.8%	1.6%	1.1%	4.9%

Enrollment Plan

5-Year Enrollment Plan					
Grade	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	10	15	15	15	15
K	30	31	36	36	36
1	35	35	40	41	41
2	40	40	40	41	41
3	40	40	40	41	44
4	40	42	45	48	50
5	41	41	42	45	50
6	58	58	58	60	60
7	55	58	58	58	60
8	55	55	58	58	59

²⁶ CA School Dashboard Enrollment – School Demographics for 2018-19 through 2023-24 and DataQuest Annual Enrollment Data for 2023-24 because the 2024 Dashboard was not available at time of submission

²⁷ Note: this figure, reflected on the CA School Dashboard, is an undercount of the actual percentage of socioeconomically disadvantaged students Downtown Value School served in the 2022-23 academic year. Based on the count of students who were enrolled on Census Day according to the EOY CALPADS report for 2022-2023, this figure is **95.19%**.

Total	404	415	432	443	456
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Goals and Philosophy

Mission of Downtown Value School

Downtown Value School's mission is to facilitate the learning of elementary and middle school students who come from underserved populations, by providing a college- and career-ready academic program in a community that fosters character development with a core set of values essential to their overall success in life beyond DVS. Downtown Value School is committed to helping students grow into persons who make a positive difference for their community and their world throughout their lives.

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

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

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

What it Means to be an Educated Person in the 21st Century

Downtown Value School's vision of an educated person in the 21st century is an individual who is able to make a positive difference in the world by thoroughly understanding and internalizing essential core values, which include the following:

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

The desire to continue through college and career education can only be realized if the student is well prepared to do so, and encouraged to do so through their community and close influences, such as by their family, and school leaders and teachers. At the most basic level, college readiness may be defined as scholars having acquired, by the end of high school, the

knowledge and skills needed to be admitted to and succeed in credit-bearing, first-year courses at a postsecondary institution. That is, readiness can mean the ability to gain admission to a two- or four-year college or university or a trade or technical school, without needing to take remedial courses once admitted.²⁸ While not all rewarding careers require college, most require at least the skills and knowledge that college admission requires. Career advancement in virtually every field requires the ability to learn new skills, adapt to workplace changes, collaborate with others, and communicate clearly.

Value Schools honors the dignity of all work, but families choose to enroll and stay at Downtown Value in large measure because of its relentless focus on the importance of academic excellence to future success in U.S. society. Downtown Value strives to promote scholars from middle school to high school who have a solid foundation that prepares them well for high school to ensure they are beyond minimally prepared for college work by the time they graduate from high school. At the same time, DVS exposes students to information about a wide range of career paths in recognition of the changing face of work in the U.S., and teaches the non-cognitive skills they will need in any walk of life.

Downtown Value School recognizes that the college and career readiness of high school seniors depends more on the substantive knowledge and the skills and habits they acquire by the eighth grade than on their academic experiences in high school.²⁹ Readiness depends on learning certain basic concepts but also on the practice of “academic behaviors” such as academic discipline, motivation, connectedness to school personnel, school attendance, and avoidance of risky behaviors. Habits of academic discipline (e.g., planning and organization, a growth mind-set, follow-through, and persistence on task despite difficulty or failure) are strong predictors of college and career readiness and are intentionally integrated into the Downtown Value approach.

In view of the importance of those factors, Downtown Value School focuses on the following knowledge and skills needed for 21st century America:

- academic excellence in English language arts, mathematics, science, and social studies;
- the ability to gather and evaluate information from a variety of sources, articulate ideas, and produce original works with confidence and clarity;
- skill in using technological tools effectively, creatively, and responsibly;
- higher order thinking skills of application, analysis, synthesis and evaluation;
- effective oral and written communication skills;
- the ability to work cooperatively toward a common goal;
- persistence and a growth mindset when faced with challenging tasks; and
- non-cognitive social and professional skills necessary for college and career success.

How Learning Best Occurs

²⁸ The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School. ACT: Iowa City, IA (2008), p. 1.

²⁹ Ibid

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

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.³⁰

Alternatively expressed, students learn when they feel valued in a safe, nurturing community; when they are challenged to stretch to reach their potential; when competent instruction leads them to skill mastery, and when they see that the results of learning contribute to their own wellbeing and the good of the community. In Downtown Value School’s targeted population (youth affected by factors that produce the achievement gap, such as ethnic minority status, language differences, socioeconomic disadvantage, and underperforming neighborhood schools), the intentional development of academic mindsets has been shown to be both crucial and achievable.³¹

In short, the research on academic mindsets supports the centrality of Downtown Value School’s core values in facilitating learning.

Techniques. At Downtown Value, our educators are dedicated to implementing the most effective teaching methods, guided by the latest research findings and proven best practices in education and learning. This commitment is reflected in our comprehensive list of instructional strategies and techniques, meticulously chosen to maximize student learning. Covering essential areas such as reading, numeracy, and language acquisition, these strategies are tailored to meet the diverse needs of our students, ensuring that each one receives a robust, well-rounded education that prepares them for academic success and future challenges.

Science of Reading and Foundational Skills

- Current research emphasizes explicit instruction in phonics as a cornerstone for reading proficiency.
- Systematic and sequential instruction in phonemic awareness is crucial for early readers.
- Developing fluency, expanding vocabulary, and building comprehension skills are essential.
- Integration of multisensory learning approaches to support diverse learning styles.

Numeracy and Conceptual Understanding

³⁰ C.A. Farrington, M. Roderick, E. Allensworth, J. Nagaoka, T.S. Keyes, D.W. Johnson, & N.O. Beechum (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

³¹ Ibid. at 80, summarizing studies on academic mindsets and racial/ethnic achievement gap.

- Research advocates for a focus on deep conceptual understanding rather than rote memorization in mathematics.
- Effective strategies include the use of manipulatives, visual representations, and real-world problem-solving scenarios.
- Encouraging mathematical discourse and reasoning is critical for conceptual growth.
- Differentiated instruction to cater to various skill levels and learning styles.

English Learning and Language Acquisition

- Emphasizing communicative competence alongside grammatical accuracy in language learning.
- Incorporation of culturally responsive teaching practices to support English language learners.
- Strategies like scaffolding instruction, modeling, building/activation background knowledge, direct instruction of vocabulary and using visual aids are effective for language acquisition.
- Embracing bilingualism as a valuable asset and recognizing the strengths that multilingual students contribute.

Universal Design for Learning (“UDL”)

- Incorporate multi-modal representation: Using various mediums like audio, video, and text.
- Multiple means of action and expression: Diverse assessment methods including projects, presentations, and traditional tests.
- Multiple means of engagement: Active learning techniques like peer-tutoring, problem-solving tasks, and interactive discussions.

The incorporation of high-leverage instructional techniques, grounded in the latest educational research, is fundamental to our approach at Downtown Value. By embracing methods that enhance reading, numeracy, and language acquisition, and applying Universal Design for Learning principles, we ensure an inclusive and effective learning environment. This commitment to adapting and employing evidence-based strategies not only enriches our teaching practices but also significantly contributes to the holistic development and academic success of our students, preparing them for the complexities of the world beyond the classroom.

Goals of Downtown Value School

The primary objectives of Downtown Value School are encapsulated in its Schoolwide Learner Outcomes, which offer a detailed explanation of the institution's core values and their application within the school's instructional and curricular strategies. The essence of these goals is the belief that academic excellence paves the way to a fulfilling life.

DVS Students are academic achievers who:

- Are intrinsically motivated to surpass their own expectations

- Gather and evaluate information, articulate ideas, and produce original works with confidence and clarity
- Recognize school as an important resource for personal growth
- Use technology tools effectively, creatively, and responsibly by producing work products that reflect credible and conscientious learning

Each student can develop to his or her fullest potential.

DVS Students are goal seekers who:

- Use decision making processes that can be quantified and analyzed
- Understand that their decisions will determine their academic, professional, and personal future
- Are aware of a variety of career opportunities and the paths to obtain them
- Demonstrate ambition and take initiative to set challenging goals

Each individual is unique and deserves respect.

DVS Students are respectful scholars who:

- Understand and respect people with different worldviews, beliefs, preferences, and abilities
- Recognize different opinions, cultures, beliefs, and learn from them
- Empower themselves and others through various support systems
- Place a great value on conflict resolution skills, problem solving, maintaining relationships, self-advocacy

A safe, nurturing community is essential to academic excellence.

DVS Students are collaborative workers who:

- Adapt to new situations and changing environments
- Manage interpersonal relationships in a positive manner
- Are confident enough to assume a variety of roles in social and academic groups
- Vigorously participate by asking questions and sharing their own insights

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

DVS Students are Global Citizens who:

- Understand and exercise the responsibilities involved in citizenship of the various communities in which they live
- Recognize global issues and their impact on individuals and communities
- Use their time, energy, and talents to improve the quality of life for themselves, their school, community, state, nation, and world

Addressing the Requirements of Education Code Section 47605(c)(5)(A)(ii)

Downtown Value School will pursue schoolwide and subgroup annual goals and specific annual actions, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to

state and federal priorities and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

LCFF STATE PRIORITIES	
GOAL #1	
Downtown Value School will ensure academic achievement.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p>- School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, student with Disabilities, and gifted students.</p>	
Expected Annual Measurable Outcomes	
<p>Outcome #1: All Downtown Value students will demonstrate increased achievement in English Language Arts. Metric/Method for Measuring: ELA CAASPP</p>	

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	29.55%	33%	34%	37%	40%	43%
English Learners	7%	10%	12%	14%	16%	18%
Socioeconomically Disadvantaged	28%	33%	34%	37%	40%	43%
Students with Disabilities	11%	12%	14%	18%	18%	20%
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*

African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	29%	33%	34%	37%	40%	43%
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #2: All Downtown Value students will demonstrate increased achievement in mathematics.
Metric/Method for Measuring: Math CAASPP

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	17%	20%	24%	24%	26%	32%
English Learners	3%	5%	7%	8%	9%	10%
Socioeconomically Disadvantaged	16%	20%	24%	24%	26%	32%
Students with Disabilities	7%	8%	10%	11%	12%	15%
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	17%	20%	24%	24%	26%	32%
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #3: Teachers are fully credentialed and appropriately placed.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	75.8%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #4: All students have access to their own copies of standards-aligned materials
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*

Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #5: Implementation of all adopted standards and access to a broad course of study
Metric/Method for Measuring: Percentage of implemented or fully implemented standards

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #9: EL students are improving at least one level on ELPAC
Metric/Method for Measuring: Dashboard ELPI

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	*	*	*	*	*	*
English Learners	31.8%	34%	37%	39%	41%	44%
Socioeconomically Disadvantaged	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

<p>Outcome #10: Increase in EL reclassification rate Metric/Method for Measuring: Dashboard, ELPAC</p>

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	*	*	*	*	*	*
English Learners	9%	12%	14%	16%	18%	20%
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #11: Middle school drop-out rate
Metric/Method for Measuring: Dashboard, CALPADS

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

GOAL #2	
<p style="text-align: center;">School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential.</p>	<p style="text-align: center;">Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </p> <hr/> <p style="text-align: center;">Local Priorities:</p> <p> <input type="checkbox"/>: <input type="checkbox"/>: </p>
Specific Annual Actions to Achieve Goal	
<p>Administrators, educators, staff, students and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.</p>	

Expected Annual Measurable Outcomes

Outcome #1: Low rates of chronically absent students

Metric/Method for Measuring: P-2 attendance report; Dataquest; Dashboard

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	19%	12%	10%	8%	5%	5%
English Learners	17%	12%	10%	8%	5%	5%
Socioeconomically Disadvantaged	19%	12%	10%	8%	5%	5%
Students with Disabilities	25%	12%	10%	8%	5%	5%
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	19%	12%	10%	8%	5%	5%
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #2: Low suspension rates

Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	2.4%	<3%	<3%	<3%	<3%	<3%
English Learners	0.6%	<3%	<3%	<3%	<3%	<3%
Socioeconomically Disadvantaged	2.3%	<3%	<3%	<3%	<3%	<3%
Students with Disabilities	2.8%	<3%	<3%	<3%	<3%	<3%
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*

African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	2.4%	<3%	<3%	<3%	<3%	<3%
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #3: Low expulsion rate
Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	<10%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	0%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Asian	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic/Latinx	0%	<1%	<1%	<1%	<1%	<1%
Native American/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

* The student group is not numerically significant at this time.

Outcome #4: Parents and students feel safe and included at school
Metric/Method for Measuring: Annual local survey

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
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	(23-24)					
All Students (schoolwide)	47%	75%	75%	75%	75%	75%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

* The student group is not numerically significant at this time.
 - Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

Outcome #5: Teachers feel school is safe and feel connected
Metric/Method for Measuring: Annual local survey

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	42%	80%	80%	80%	80%	80%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-

Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

* The student group is not numerically significant at this time.

- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

Outcome #6: Parental participation in programs for unduplicated pupils
Metric/Method for Measuring: Parent participation evidence (e.g., event attendance sheets)

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	78%	96%	96%	96%	96%	96%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

* The student group is not numerically significant at this time.

- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

Outcome #7: Parent input in decision-making
Metric/Method for Measuring: Annual network survey

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	62%	80%	80%	80%	80%	80%
English Learners	-	-	-	-	-	-

Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

* The student group is not numerically significant at this time.

- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

<p>Outcome #8: Average daily attendance rates Metric/Method for Measuring: P1, P2, annual report</p>

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	93.4%	97%	97%	97%	97%	97%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

* The student group is not numerically significant at this time.

- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

GOAL #3	
<p>Downtown Value School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Maintain consistently high standards related to schoolwide operations at the governance, operational, fiscal, and academic levels.</p>	
Expected Annual Measurable Outcomes	
<p>Outcome #1: School facilities are in “good repair”: clean, safe, and functional. Metric/Method for Measuring: Facility Inspection Tool</p>	

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	Met	Met	Met	Met	Met	Met
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-

White	-	-	-	-	-	-
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- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

Outcome #2: LAUSD oversight visit scores in governance, operations, fiscal, and academic performance will be measured by calculating the average score across all four categories.

Metric/Method for Measuring: Oversight report

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	3	2.75s	2.75s	2.75s	2.75	3s
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

Outcome #3: WASC accreditation

Metric/Method for Measuring: WASC reports and accreditation status

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (schoolwide)	3 yrs	3 yrs	3 yrs	3 yrs	3 yrs	3 yrs
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-

Asian	-	-	-	-	-	-
African American/Black	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	-	-
Native American/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-

- Not applicable subgroup for metric measure as any members of the category mentioned in the metric is captured in the all-student group.

Downtown Value’s belief in academic excellence as the means to a full life underlies its specific goals in areas essential to producing competent learners: strong language skills, particularly reading comprehension and writing; a solid foundation in mathematics that will ready them for high school, higher education and careers; and exposure to a broad range of subjects and experiences that will develop their curiosity and enthusiasm for continuous learning. DVS teaches students to have high expectations for their own achievement and allows them to experience the sense of mastery that comes from learning new skills and applying them in concert with others in a mutually supportive community. Repeated explicit encouragement to fulfill their potential and modeling of how to do that form habits of learning that will give DVS students a passion for learning and equip them to continue both formal and informal education throughout their lives.

The habits of learning needed to prepare students to succeed in high school and to remain self-motivated, competent, and lifelong learners are instilled and practiced throughout the Downtown Value experience.

Instructional Design

At Downtown Value School, we are dedicated to fostering an educational environment that prioritizes student-centered learning. We designed our program based on the research conducted by the Learning Policy Institute (2018).³² Our approach is deeply rooted in nurturing not just the academic but also the social and emotional development of every child. Here is an overview of the initiatives and innovative components of the educational program we proudly implement as part of our core instructional design:

1. Core Values Integration:
 - a. We prioritize respect and engagement, creating an environment where every student feels valued and motivated to participate actively in their learning journey.

³² https://learningpolicyinstitute.org/media/547/download?inline&file=Educating_Whole_Child_REPORT.pdf

- b. Personal accountability is emphasized, encouraging students to take ownership of their educational and personal growth.
2. Whole Child Approach:
- a. Social-Emotional Learning (“SEL”): SEL is integrated into our daily curriculum, supporting students in developing essential life skills such as empathy, emotional management, and positive decision-making.
 - b. Supportive Relationships: We focus on fostering positive, supportive relationships between teachers and students, ensuring a nurturing learning environment for all, including tailored support for English learners and students with IEPs.
 - c. Engagement in Learning: Our curriculum is designed to be both engaging and relevant, encouraging students to connect deeply with the material.
 - d. Physical and Creative Learning: We incorporate regular physical education and arts/music classes to support well-rounded development.
 - e. Responsive Instruction: Our teaching methods are adaptable, catering to the diverse needs of our student body from TK/K through 8th grade, with differentiated instruction strategies in place.
3. Professional Development: Our teachers receive continuous training in SEL, differentiated planning and instruction, and relationship-building techniques to better support our students.
4. Family and Community Engagement: With a dedicated Parent Liaison we actively collaborate with families and community organizations, enhancing our students' learning experiences and well-being outside the classroom.

Through these initiatives, Downtown Value School stands as a beacon of comprehensive education, where every student is nurtured and prepared for their next step in their academic journey.

An Emphasis on Values that Develop the Whole Child

Since the 1990s, research has shown that low-income and minority students thrive in schools that share key characteristics with academically successful parochial schools serving the same demographic. Those characteristics include a focused curriculum, an emphasis on academics, and direct management by the principal. The most important factor, though, is that parents and faculty share a set of core beliefs and values; this common ground generates an extra “social capital” propelling student achievement.³³ That is, the benefits could be achieved in non-

³³ A.S. Bryk, V.E. Lee, & P.B. Holland (1993). *Catholic schools and the common good*. Cambridge, MA: Harvard University Press.

religious schools, including those in distressed urban environments, with a commitment to building a positive school culture based on relational trust.³⁴

Schools that create a culture that purposefully emphasizes the whole child development have higher achievement levels.³⁵ Successful schools can differ on many variables yet all foster academic success if they share certain traits: a belief that a positive and supportive culture determines outcomes; a culture that is culturally responsive; a culture committed to student success; and a culture that leans on building relationships, upholds core values, and includes the integration of families into student learning. The effectiveness of this sort of school community has been borne out in schools of many types, including Charter Schools using an approach similar to Downtown Value's:

1. A curriculum closely aligned with Common Core standards, and best research instructional strategies.
2. Instructional methods and strategies that emphasize student interaction, critical thinking, and collaboration.
3. A focus on building a school culture that emphasizes quality work, student character, and participating in the community as an educated and culturally sensitive citizen.
4. Frequent student assessment focused on learning targets that are designed to improve achievement data.
5. Supports for focusing school leadership on student achievement, the use of assessment and other data, and shaping school structures and systems to achieve high results and outcomes for all students.³⁶

The Downtown Value School community is brought together and motivated in their learning experience by a shared perspective. It is reflected in the five values that form the core of Value Schools' educational model, mentioned above but set out in detail here:

- [Academic excellence is the means to a full life.](#)

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

- [Each student can develop to his or her fullest potential](#)

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

³⁴ A.S. Bryk & B. Schneider (2003). *Trust in schools: A core resource for school reform*. Educational Leadership, Vol. 60, No. 6 (longitudinal study of 400 Chicago elementary schools showing role of relational trust in building effective education communities).

³⁵ S.C. Carter (2011). *On purpose: How great school cultures form strong character*. Thousand Oaks, CA: Corwin.

³⁶ I. Nichols-Barrer & J. Haimson (2013). *Impacts of five Expeditionary Learning middle schools on academic achievement*. Cambridge, MA: Mathematica Policy Research.

maximum extent possible. Schools have the responsibility to support students in identifying areas of special talent and, at the same time, to guide students so that no area of learning is neglected.

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

Each person has the right to life, liberty and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This includes respecting our differences which affords each other with the opportunity to pursue life, liberty and the pursuit of happiness. In this it is important to **honor each person's culture, backgrounds and gender identities** by providing an equitable and inclusive education. A hallmark of excellent schools is their commitment to maintaining high standards for student behavior while respecting the cultural diversity and individual backgrounds of their students.

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

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

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

An education completes a person by developing his/her talents and abilities. However, an educated person is not satisfied only with personal development. Talents and abilities perfected through an education need to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations. The Value Schools experience shows that emphasizing these five values purposefully develops a school culture that develops the whole student and drives student achievement.

Accountability for Results

As schools of choice, Charter Schools are accountable to multiple stakeholders. Parents, in particular, must be satisfied that their children are receiving an academically rigorous, values-based education that supports the whole child. Accordingly, Downtown Value School is committed to constant self-assessment and accountability to its families. In its instructional model, Downtown Value implements this focus on accountability using a continuous cycle of three critical elements:

- A clear set of student learning outcomes based on established standards (e.g., California's Common Core State Standards for ELA and Mathematics, Next Generation Science Standards, state standards for History and Social Science, and other standards as applicable);
- Research driven methods and activities for students used by teachers who are highly trained and developed to support all students; and
- Ongoing assessment to determine that the student has mastered the skills and content.

Factors for Success

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

- [Select the right educators.](#)

The educators hired for Downtown Value School must possess the appropriate qualifications, while demonstrating expertise and alignment to the five core values. They must be developed, confident and capable of identifying the strengths and needs of each student. They must also be flexible and creative in choosing or developing appropriate techniques to reinforce those strengths and meet those needs, while staying faithful to the content standards. Of utmost importance, they must believe in, support, embody, and practice the five core values that are the foundation of Value Schools.

- [Plan, assess, and consistently revise educational supports for students.](#)

The principal and teachers work as a team to implement a coordinated instructional program. The annual school-wide cycle has three steps: (1) review grade level and content standards; (2) analyze available academic data, including but not limited to verified data including state tests and the NWEA, but also including additional data from formative assessments and benchmarks; and (3) implement appropriate instructional activities and supports to meet the needs of all students. Following the team planning, individual teachers create their own lesson plans, and the school instructional leadership team designs systems to improve overall student outcomes. These steps are repeated in a continuous cycle, informed by academic data.

- [Focus the curriculum on students as individuals.](#)

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

- [Use research-based instructional materials.](#)

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

- [Monitoring of teachers.](#)

School success relies on a teacher’s effectiveness in the classroom with all students; this is the baseline expectation, but must be ensured for all teachers. The principal and academic

leadership team actively support the teachers, focusing their attention on content standards and assessment results but also coaching them on choosing and using appropriate instructional methods. The instructional practice of teachers is monitored through consistent observations, planning lessons together with academic leaders, and video reviews of teacher practices.

- **Foster the growth of the educators**

Value Schools recognizes the importance of developing potential not just in students but in the teachers

and other school personnel who work with them. Downtown Value's development program provides all school personnel systematic attention so they may develop best practices, accountability, and collaborate to better meet the needs of students. All teachers receive an additional 9 professional development days to foster their growth, development and collaboration in these areas. Teachers are also encouraged to participate in network wide opportunities for growth when applicable to their specific area as a teacher. Administrators receive monthly professional development and training throughout the school year. In addition to these, staff are encouraged and funded through a tuition reimbursement program to follow through with their career goals and make a deeper impact at Downtown Value. The administration offers and supports internal and external professional development opportunities for all teachers.

“Teaching” the Values

Because the five core values are central to the Downtown Value program, a consistent and purposeful presentation to the students is essential. The values are presented to and inculcated in the students (and their parents) in three main ways: persistent communication; reinforcing the practice of the values by students; and the example of the faculty and staff.

Persistent communication. Students engage with the values many times during the school day; the emphasis on values begins even before school starts. At the beginning of the year, a school administrator explains to parents the expectations DVS has for families and what families can expect of DVS. The five core values are the framework for those discussions. For example, families will be told that regular attendance is essential, highlighting the first value. Because academic excellence is the means to a full life, it stands to reason that students who attend school faithfully are more likely to succeed. Parents are invited to commit to supporting the values by signing a voluntary pledge. While the pledge is optional and unrelated to their child's enrollment or opportunities, thoughtful consideration of the parents' role in educating their child contributes to a strong school culture.

Every morning after the Pledge of Allegiance, the students are reminded of the five core values by reciting them and speaking about what they mean to them. The values are printed and posted in various locations throughout Downtown Value. Whenever possible, teachers make connections between the values and classroom content to show students how the values relate to their academic goals and to their daily lives.

Reinforcing the Values. The values are reinforced by both formal and informal praise and by reflections on actions that fall short of expectations. Reinforcing the practice of the values is done most frequently by praising a student or group of students for living out a value in the

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

Values reinforcement occurs schoolwide as well as within individual classrooms. When students meet or exceed standards on a state test, they receive an award for Value #1 (Academic Achievement). SBAC and NWEA awards recognize academic excellence and growth at a year-end event. Students may nominate their peers to receive a Student of the Month award for exemplifying any of the five values at school. Parents may even receive awards for building community (Value #4) or helping the students become global citizens (Value #5).

Similarly, the values serve as a vehicle for discussing academic and behavioral issues with a student (and, if necessary, parent). Restorative justice conversations may focus on how one of the values has not been honored. Students can recognize when a value has not been practiced; when they make amends, they often do so with specific reference to the values they need to practice. For example, if a student is teasing another student, the discussion might center on how such behavior violates the third value, respect for others, and how the behavior could change to be aligned with the value. Students learn that the values are a tool to share their lives, and an opportunity to improve their overall being in and out of school.

Building on the successful program used in the Value Schools high schools, Downtown Value's principal engages the seventh and eighth-grade students in a weekly Community Time session that reinforces the values, builds community and expands students' horizons. The students write weekly reflections on their interests, future plans and hopes for life outside of school. Guest speakers or other school community members are brought in to share their life experiences, focus students on colleges and careers, or otherwise inspire the near-graduates to continue their quest for excellence.

Modeling the Values. Finally, the faculty and staff show students how the values are lived in practice. For example, they demonstrate the value of community by showing how teachers work with one another. Teachers also provide opportunities for students to build community by assigning group projects, conducting class meeting time and teaching effective social communication skills.

To reinforce the themes throughout the school day and campus, the five values are posted as banners and wall hangings in many locations and reproduced throughout the school community. Teachers begin every class by describing the link between the academic objectives of the session and one or more of the five values. In each classroom and the main office there is a posted pledge evidencing student and staff commitment to specific behaviors that demonstrate the values.

Curriculum and Instruction

A standards-based curriculum provides for each grade level or subject area the specific content to be learned and the specific skills to be acquired. Downtown Value School uses California's Common Core State Standards for Mathematics and for English Language Arts, aligning its English Learner efforts to the latter; the Next Generation Science Standards; and California state standards for other core classes.

Although they are not core subjects, Downtown Value School also offers instruction in Physical Education, Art, Music and, when feasible, other electives. Non-core courses are standards-based if, as with music, recognized standards exist.

Downtown Value School will offer an independent study program consistent with applicable law. The independent study option is designed to meet the short- or long-term educational needs of students who face challenges attending in-person classes, such as health issues or family emergencies, or who may need an individualized approach for credit recovery or acceleration. Participation in the program is entirely optional, and students will not be required to enroll in independent study. The program aligns with the core curriculum and grade-level standards, providing content that is substantially equivalent to in-person instruction. Additionally, it includes synchronous instruction and regular interaction with certificated teachers. The school will offer support and resources necessary for students' success, including access to technology. The program adheres to all requirements set forth by California Education Code Sections 51745 through 51749.3

English Language Arts [Core]

Downtown Value School is committed to providing its students with the language arts skills they need to become fully literate members of the English-speaking society in which they live. The majority of school instructional time is focused on learning language arts skills. However, instruction in reading, writing, speaking and listening takes place throughout the day in every discipline; the integration of these skills across the curriculum is essential. Although most of the current school population speak Spanish at home and their parents come from Spanish-speaking cultures, DVS engages students in projects by which they learn about countries throughout the world. The ELD program is fully adaptable to the needs of students who may speak other languages and or represent other cultures, and DVS seeks a diverse community.

The Wonders ELA curriculum is a comprehensive program designed to provide high-quality literacy instruction grounded in the Science of Reading.³⁷ Drawing on extensive literacy research, the curriculum uses evidence-based practices to ensure effective learning. By integrating literacy with content area learning and literature, the curriculum empowers students to explore and understand the world around them through reading, writing, and speaking. The program offers a range of supports, including bolded unit vocabulary words,

³⁷ See generally, National Center on Improving Literacy (2022), *The Science of Reading: The Basics*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.

contextual captions and callouts, and specialized EL readers to foster language acquisition and academic vocabulary development. With a focus on personalized learning and meaningful connections, Wonders aims to promote strong educational outcomes for students in grades K-5.

A data-driven literacy program augments the core curriculum with the following components:

- NWEA reading benchmark assessments administered at the beginning of the year for grades K-8; repeated every 8-12 weeks thereafter, with reading inventory assessments used for students K-2 every 5-6 weeks
- Independent reading: depending on grade level, literacy teachers include 15-25 minutes of sustained silent reading in their daily schedules, and assign at least 20 minutes of reading homework per day
- Classroom libraries and schoolwide literacy events such as book fairs
- Targeted literacy instruction including structured literacy, literacy centers, guided reading, close reading, reading aloud and other skill-building exercises
- Close reading of complex texts in all grade levels
- Differentiated instruction using verified data, such as the NWEA and additional data through formative assessments

Mathematics [Core]

For grades TK-5, Downtown Value School uses the Bridges in Mathematics curriculum (published by The Math Learning Center) which focuses on mathematical reasoning while creating an inclusive and equitable environment for all learners through inquiry-based tasks and lessons. The key elements of the program include the approach to concepts through problems and investigations; interactive work sessions and spaces that engage students through games and activities to apply concepts they have learned; the daily Number Corner which develops reasoning skills through inquiry-based activities and engages students in pattern recognition, concept development, and conjecture; and Concept Quests which are open-ended tasks that allow for contextual enrichment of topics.

These key elements of the program complement each other to create rich learning experiences and environments for the students. Through these experiences, students are given opportunities to gather evidence, explain results, and develop an appreciation for the thought processes of other participants. Teachers are empowered to present multiple strategies for students when solving problems and intentionally structure lessons to encourage collaboration. Visual models that build on one another across grade levels are utilized throughout the curriculum and are used in conjunction with the program manipulatives to foster sense making in mathematics. These materials allow students to interpret and represent numbers, shapes, and patterns to deepen their understanding of the material.

In grades 6th-8th, the school is utilizing Illustrative Mathematics as published by McGraw-Hill. Illustrative Mathematics also takes a problem-based approach to address content standards to foster learning. The program structure establishes “high-leverage” routines that guide students to make connections between conceptual and procedural knowledge. Students are given

instructional space to be active learners and figure things out before being explicitly taught or told what to do. By solving problems in mathematical and real-world contexts and constructing arguments using precise language, students develop skills that support the goal of becoming 21st century learners. Furthermore, Illustrative Mathematics 6-8 comes with a robust suite of online features to supplement student learning, and data collection and analysis for the teachers.

Downtown Value School uses the HMH *GO Math!* program for its engaging, rigorous and interactive approach to understanding Common Core math standards. The five strands of this program are grounded in research. The “teaching and learning” strand draws on learning theory and research generally, rejecting the idea that learning best occurs by a series of exercises in favor of exposing students to the major patterns of the subject domain as they occur naturally in problem situations.³⁸ Employing Universal Design for Learning concepts, the “access and equity” strand emphasizes flexibility of teaching approach, adapting instruction to the needs of each student.³⁹ The “curriculum strand” locates the curricular topic choices firmly in the goals and requirements of the Common Core, with fewer topics explored in greater depth than was typical before the Common Core’s implementation. This approach has been found to help students build a deeper understanding of more complex mathematical concepts and skills.⁴⁰ Research on multimedia learning underlies the fourth strand, “tools and technology.” Building on findings that people learn more deeply from multi-modal presentations than from oral or written instruction alone, the *GO Math!* interactive trainer provides audio, words, pictures and virtual manipulation activities so that students receive information by multiple pathways, as suggested by research into how the human brain works.⁴¹ The trainer also includes components on reading strategies and using graphic aids; tips for English Learners; and targeted challenge and remediation activities. Finally, the “assessment” strand, a portfolio of diagnostic, formative, summative and performance-based assessment options, is built and updated based on the collected research knowledge of the National Council of Teachers of Mathematics.⁴²

Science [Core]

Downtown Value School uses grade-level appropriate instruction and hands-on opportunities to give students experience and knowledge that will lead to a disciplined approach to the continued study of the natural world. To implement the Next Generation Science Standards (NGSS), Downtown Value has chosen Teachers Curriculum Instruction’s *Bring Science Alive! Exploring Science Practices* programs for K-5. Grades 6-8 will use *Bring Science Alive!* modules

³⁸ National Research Council (1999). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.

³⁹ T.E. Hall, N. Strangman, & A. Meyer (updated 2014). *Differentiated instruction and implications for UDL implementation*. Wakefield, MA: National Center on Accessing the General Curriculum.

⁴⁰ National Mathematics Advisory Panel (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. Washington, DC: U.S. Department of Education.

⁴¹ R.E. Mayer (2001, 2009). *Multimedia learning*. Cambridge, UK: Cambridge University Press.

⁴² National Council of Teachers of Mathematics (2000, 2009). *Principles and standards for school mathematics*. Reston, VA: Author. <https://www.nctm.org/Standards-and-Positions/Principles-and-Standards/>

Forces and Energy, Cells and Genetics and Planet Earth. With the assistance of a Director of Instruction STEM coordinator, Downtown Value is implementing NGSS by adapting the domain specific model Spiegel, Quan and Shimojyo pathway model.⁴³ The Director of Instruction STEM Coordinator works with teachers to identify appropriate instructional materials and instructional best practices and provides feedback after classroom observation. The Director of Instruction STEM coordinator also helps teachers acquire any materials needed for science investigations or demonstrations.

Social Studies [Core]

Downtown Value School provides its students with instructional materials and learning experiences to master the current California History-Social Science content standards. Teachers understand that mastery of these standards requires not only learning facts, but also recognizing common and complex themes that recur throughout history, and making connections from their own lives to the lives of past and future generations. They are guided not only by the state standards, but by the State Board of Education's *History–Social Science Framework for California Public Schools, Kindergarten through Grade Twelve*. Currently supporting these lessons in the classroom are the California editions from TCI *Explore* (K-5) and TCI *History Alive!* (6-8). Supplemental supports include historical novels, simulation exercises, videos and DVDs, web-based information, and primary sources.

ELD Curriculum: Wonders ELD (TK-5th grade)

Type: Core for English Learners

At Downtown Value Schools, we utilize the California Wonders program to ensure that all students, including our English Learners (ELs), have equitable access to rigorous academic content within meaningful learning contexts. Wonders seamlessly integrates English Language Arts (ELA) instruction with both integrated and designated English Language Development (ELD), fostering a connected instructional approach that supports language acquisition alongside core content mastery.

The Wonders for English Learners curriculum is intentionally aligned with the core Wonders ELA scope and sequence. This ensures that all students, regardless of language proficiency, engage with the same high-quality content every week. The focus for ELs is on language production, allowing them to build their academic language skills while mastering grade-level material.

Our English Learner support program features:

- Targeted Instruction: ELs at the Emerging, Expanding, and Bridging proficiency levels receive differentiated instruction to address their unique language development needs.

⁴³ See generally J. Spiegel, A. Quan, & Y. Shimojyo, *Planning professional learning using the NGSS Implementation Pathway Model*, <http://www.classroomscience.org/planning-professional-learning-using-the-ngss-implementation-pathway-model> (accessed October 10, 2018).

- **Adaptive Learning:** The program includes adaptive tools that target foundational literacy skills, ensuring personalized support where it's needed most.
- **Opportunities for Language Application:** Structured practice opportunities are embedded throughout the curriculum, allowing ELs to apply and refine their academic language in authentic contexts.
- **Comprehensive Communication Skills:** The curriculum emphasizes interpretive, collaborative, and productive modes of communication, preparing ELs to thrive in both academic and social settings.

By leveraging Wonders' connected approach, we ensure that our English Learners develop the language proficiency needed to fully participate in and benefit from our school's rigorous academic program. This program reflects our commitment to providing equitable, high-quality instruction for all students as part of our mission to serve diverse learners and foster academic success.

ELD Curriculum: StudySync (6-8th grades)

Type: Core for English Learners

At DVS, we implement StudySync ELD, a comprehensive program designed to provide English Learners (ELs) with equitable access to rigorous academic content while supporting language development. StudySync seamlessly integrates English Language Arts (ELA) instruction with both integrated and designated English Language Development (ELD), fostering a connected and cohesive learning experience that enables English Learners to grow their language skills while mastering grade-level material.

The StudySync ELD curriculum is aligned with the core ELA scope and sequence, ensuring that all students, regardless of their language proficiency, engage with the same content on a weekly basis. For English Learners, the focus is on language acquisition, allowing students to build academic language proficiency alongside their peers.

Key features of our StudySync ELD program include:

- **Targeted Language Instruction:** Tailored to meet the needs of English Learners at the Emerging, Expanding, and Bridging proficiency levels, ensuring differentiated support based on individual language development needs.
- **Integrated Language Practice:** Opportunities for students to practice academic language are embedded throughout the program, enabling students to apply language skills in meaningful contexts.
- **Comprehensive Communication Skills:** The program emphasizes the development of interpretive, collaborative, and productive communication skills, preparing students for success in academic and social interactions.

- **Focus on Literacy and Language Development:** StudySync combines language development with literacy instruction, ensuring students not only learn the content but also acquire the language skills needed to engage deeply with it.

By leveraging StudySync ELD, we ensure that English Learners receive the support they need to access rigorous academic content and develop the language proficiency required for long-term academic success. This program reflects our dedication to providing high-quality, equitable instruction for all students as part of our mission to meet the diverse needs of our learning community.

ELD Curriculum: Lexia

Type: Supplemental

At DVS, we are committed to providing educators with comprehensive, research-based solutions rooted in the science of reading. Through targeted professional learning and robust curriculum resources, we empower teachers to apply these strategies effectively in the classroom. The Language Essentials for Teachers of Reading and Spelling (LETRS) professional development program equips educators and administrators with the knowledge and tools to accurately assess student needs, differentiate instruction, and meet students at their individual levels. This approach supports the diverse learning needs of all students, regardless of gender, race, language proficiency, or special education status.

To ensure instruction is tailored to each student, our Lexia programs include embedded assessments that provide continuous progress-monitoring data without requiring separate testing events. This high-quality, ongoing data gives educators and administrators a comprehensive view of student performance, which is strongly aligned with proficiency outcomes on reading assessments across grade levels.

By partnering with Lexia, DVS advances its commitment to educational equity, ensuring all students have access to the tools and support they need to succeed.

Art [non-core]

While Art is also not considered a core subject at Downtown Value School, weekly lessons follow the Visual Arts standards adopted by the state of California. Wherever possible, teachers integrate art activities and appreciation into the core subjects.

The Visual Arts curriculum at DVS is designed to engage students in creative expression, enhance visual literacy, and foster critical thinking. Grounded in the California Visual and Performing Arts (VAPA) standards, the curriculum emphasizes four key areas: creating, presenting, responding, and connecting. Students will develop foundational skills in a variety of artistic mediums and learn to reflect on their artistic process, understand historical and cultural context, and connect their work to larger themes in society.

Curriculum Goals:

- **Creating:** Students will explore a variety of art forms, including drawing, painting, sculpture, collage, and digital art. They will learn to generate ideas and concepts through sketching, experimenting with materials, and developing their artistic techniques.
- **Presenting:** Students will learn how to curate and present their artwork, considering both form and content. Opportunities to display work in school galleries, exhibitions, and digital formats will foster a sense of accomplishment and public engagement.
- **Responding:** Students will develop critical analysis skills by reflecting on their own art and the work of others. Through group critiques and discussions, they will learn to express their thoughts using appropriate art vocabulary and engage in constructive dialogue about artistic choices and meaning.
- **Connecting:** Students will study art history and cultural contexts, connecting their own creative work to historical movements and contemporary societal issues. Lessons will integrate cross-curricular connections with subjects like history, literature, and science.

Instructional Strategies:

- **Differentiation:** Tailored projects will allow students of varying skill levels to explore techniques at their own pace, providing challenges for advanced students while supporting those who are developing foundational skills.
- **Integration:** The Visual Arts curriculum will be integrated with other subjects, such as history (through the study of art movements) and science (through STEAM projects that incorporate design principles).
- **Assessment:** Formative and summative assessments will include self-evaluations, peer critiques, portfolio reviews, and final presentations.

Music [non-core]

The music curriculum follows California state music standards as well as National Association for Music Education standards. Activities are coordinated with classroom teachers to make cross-curriculum connections. Musical activities vary by grade level and include singing, playing pitched and unpitched percussion instruments, keyboards, recorders (grades 3-5), ukulele (grades 6-8), creative movement and composition. Students develop skills in rhythm and singing, as well as sensitivity to musical expression. They also develop transferable skills such as teamwork, listening, cooperation, confidence and self-expression.

Each year, students are able to participate in two concerts, musical theater productions and several talent shows.

Each year, students have the opportunity to participate in fully staged musical theater productions such as *Shrek the Musical* and *Beauty and the Beast*. Students learn the show's story and music, audition for roles, practice music and staging, and put on a fully staged show

with sets, costumes, lights and sound in the spring. Productions are often cross-campus affairs between Downtown Value and one or more of the other schools in the Value Schools network.

The Music curriculum at DVS aims to cultivate a lifelong appreciation for music, develop students' musical abilities, and provide opportunities for self-expression. Following the California Music Standards, the curriculum balances performance, music theory, and music appreciation. Students will learn to create, perform, respond to, and connect with music in ways that are developmentally appropriate for each grade level.

Curriculum Goals:

- **Creating:** Students will engage in music composition and improvisation activities. Early grades will focus on basic rhythm and melody, while older students will explore more complex musical structures and forms.
- **Performing:** Students will develop performance skills through singing, playing instruments, and participating in ensemble work. They will learn proper technique, stage presence, and how to read musical notation. Performances will be integrated into school events, such as winter and spring concerts.
- **Responding:** Students will analyze and respond to different genres and styles of music. They will learn to critique musical pieces, discussing elements such as tempo, dynamics, rhythm, and harmony, using appropriate music terminology.
- **Connecting:** Students will study the role of music in different cultures and historical periods, making connections to their own lives and contemporary music. They will also explore the intersection of music with other art forms, such as dance and visual arts.

Instructional Strategies:

- **Differentiation:** Activities will be designed to engage all students, whether they are beginners or advanced musicians. For example, differentiated ensemble work will allow students to contribute at their own skill level, with simple percussion for early learners and more complex arrangements for advanced students.
- **Hands-on Learning:** Students will have access to technology, allowing for hands-on learning and experimentation.
- **Assessment:** Students will be assessed through performance tasks, participation in ensemble groups, written reflections, and music composition projects.

Physical Education [non-core]

Physical Education is not considered a core subject at Downtown Value School, but the program follows the physical education guidelines in the Physical Education framework adopted by the state of California.

The Physical Education (PE) curriculum at DVS promotes the physical, social, and emotional well-being of students through structured physical activities, fitness education, and skill development. Grounded in the California Physical Education Content Standards, the curriculum ensures that all students engage in a variety of physical activities aimed at developing motor

skills, physical fitness, teamwork, and healthy habits that will last a lifetime. The program emphasizes lifelong fitness, sportsmanship, and personal responsibility, while fostering a positive attitude toward physical activity.

Curricular Objectives:

1. Develop physical fitness: Improve students' overall physical fitness through cardiovascular endurance, muscular strength, flexibility, and coordination.
2. Enhance motor skills: Provide students with the opportunity to learn, practice, and master basic motor skills and sports-related skills (e.g., running, jumping, throwing, catching, kicking).
3. Promote lifelong physical activity: Encourage habits of regular physical activity and emphasize its importance for health, well-being, and academic success.
4. Build social skills and teamwork: Foster collaboration, teamwork, and sportsmanship through cooperative games, group activities, and team sports.
5. Teach personal responsibility: Instill self-discipline, respect for others, and personal responsibility through structured activities and individual goal-setting.

Course Sequence & Instructional Focus by Grade Level:

TK-2:

- Introduction to basic motor skills (running, jumping, hopping, throwing, catching, balancing) and body movement awareness.
- Focus on simple, non-competitive games that promote participation, cooperation, and enjoyment.
- Introduction to safe practices and understanding personal space during physical activity.
- Activities designed to develop body control, balance, and coordination through fun games and rhythmic exercises.

Grades 3-5:

- Introduction to sports-specific skills and rules for activities such as soccer, basketball, and volleyball.
- Development of teamwork and cooperation through group games and low-stakes competitive activities.
- Integration of health-related fitness concepts such as the importance of physical activity for heart health, muscular strength, and flexibility.
- Opportunities for self-assessment and goal setting in physical fitness.

Grades 6-8:

- Advancement of sports-specific skills, strategies, and game rules in various team sports (e.g., basketball, soccer, volleyball).
- Emphasis on lifelong fitness, including aerobic exercises, strength training, flexibility, and endurance.
- Introduction to personal fitness plans and goal-setting, with students learning to monitor their own fitness progress.

- Development of leadership skills through peer coaching, team leadership roles, and participation in cooperative challenges and games.

Instructional Strategies:

- **Skill Progression:** Teachers use a step-by-step approach to help students gradually develop their motor skills and fitness abilities. Instruction focuses on mastery through repetition, practice, and scaffolding of more complex movements and skills.
- **Differentiation:** Activities are designed to be accessible to students of all fitness levels, with modifications for students who need extra support or additional challenges for those with advanced skills.
- **Games and Sports:** The curriculum integrates both individual and team-based activities, providing students with experiences in sportsmanship, teamwork, and competition in a safe, supportive environment.
- **Fitness Education:** Regular fitness activities (such as running, strength exercises, and flexibility routines) are incorporated to improve students' endurance, strength, and overall physical health.
- **Reflection and Goal-Setting:** Students engage in reflective activities, tracking their progress in physical fitness and setting personal goals to improve their health and performance.

Formative and Summative Assessments:

- **Formative Assessments:** Daily observation and feedback during physical activities to assess participation, skill acquisition, and teamwork.
- **Fitness Testing:** Regular physical fitness assessments aligned with state standards (e.g., the Fitnessgram test) to monitor progress in areas such as cardiovascular endurance, strength, flexibility, and body composition.
- **Goal-Setting Projects:** Students will set individual fitness goals, track their progress over time, and reflect on their achievements.

This PE curriculum strategy is designed to ensure that students at DVS develop the physical, mental, and social skills necessary for a healthy, active lifestyle. By following state standards and focusing on both fitness and skill development, this curriculum will help students foster a lifelong appreciation for physical activity and personal health.

In addition, there is a Sports Fitness component that lets students participate in sports activities that challenge their physical abilities while having fun with their peers. Activities include basketball, football, soccer, and volleyball.

Curricular Materials. Although supplemental materials are commonly used, the basic curricular materials for each grade level and major subject area are listed in the table below.

Transitional Kindergarten - 5th Grade	
English Language Arts	<i>Wonders</i> by McGraw-Hill
Mathematics	<i>Bridges in Mathematics</i>
Science	TCI <i>Bring Science Alive!: Exploring Science Practices</i>
Social Studies	TCI <i>Social Studies Alive!</i>

6th - 8th Grade	
English Language Arts	<i>StudySync</i> by McGraw Hill
Mathematics	<i>Illustrative Mathematics</i>
Science	TCI <i>Bring Science Alive!</i>
Social Studies	TCI <i>Social Studies Alive!</i>

Intervention and Enrichment Programs

Student Support and Progress Program. Downtown Value School uses a three-tiered Multi-tiered System of Support (“MTSS”) model of program supports to ensure all students reach their potential. The Student Support and Progress Team (“SSPT”) at Downtown Value identifies, challenges, supports and follows students who are struggling academically or behaviorally. The five values provide the framework for intervention, discussion and change. The tiers and basic support structure are explained below. Specific intervention techniques are described in more detail in the discussion of how Downtown Value meets the needs of all students.

Tier 1. Students who make grade-level progress within the expected time frame, as measured on the NWEA, are classified as Tier 1 students. Typically, approximately 70% of all students are in Tier 1. Most of these students use a grade-level or advanced curriculum, usually in a whole-group setting.

Tier 1 also includes students who have demonstrated that they can make near-grade level progress with some extra help in small, skill-based groups designed by the teacher. That extra help may be directly from the classroom teacher or delivered by an interventionist on a push-in basis. Progress is monitored frequently and recorded on a spreadsheet accessible to all educational staff who work with the student. The small groups are fluid throughout the year, with students moving in and out according to results of program assessments.

Tier 2. Teachers who observe a student displaying academic or behavioral difficulties convey that observation to the SSPT coordinator. A student who displays these difficulties may be placed in the Tier 2 level of intervention, depending on the severity of the situation.

Students are considered in Tier 2 when, over time, they have demonstrated more significant skill deficits. Possible criteria that would identify students in this group:

- Scoring more than two levels below grade level on the NWEA benchmark
- Scoring Early Intermediate or below on the ELPAC
- Consistent deficits on Learning Key targets, plus teacher request

In addition to whole-group instruction and small-group re-teaching, Tier 2 students receive regularly scheduled support from outside interventionists, as well as extra time on research-based reading and skill-based software programs. Teachers may also create a separate file for all of their Tier 2 students recording observations and describing the accommodations, behavior plans, and other strategies used. These documents are shared with the administration and mentor teachers and used if the teacher refers the student to the SSPT to develop a student support plan.

Tier 2 students may also be referred to the SSPT for analysis of factors potentially contributing to slower progress. A meeting is held with the teacher, parent, SSPT coordinator, and any other staff member involved with the student's progress to determine how best to assist the student. The group decides on an action plan, a schedule, and a date to reconvene to review progress. Student progress is monitored for a determined amount of time. When students still show insufficient progress with these strategies, increased supports are provided and a recommendation may be made to conduct further psychological assessments to check for an underlying disability.

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

Enrichment Opportunities for All Students. Downtown Value School provides enrichment opportunities for all students to become well rounded people. These opportunities include exposure to the fine arts, cultural activities, introduction to career and college preparation, field trips and other extracurricular experiences. These activities are frequently linked to the curriculum to deepen students' understanding of topics they are studying. Students may go to the Museum of Tolerance when their social studies class is focusing on that historical period, to the Los Angeles County library when working on research skills, or to an art museum showing an exhibit related to an artist they're studying.

On-campus and cross-campus enrichment events include schoolwide talent shows, concerts, musical theater productions, and book fairs. Motivational guest speakers are brought in to

speak to the students about their goals and future, offer advice on higher education and careers, and encourage them to persist in their studies.

Student leadership development is of particular emphasis and occurs for all grades through student government and extracurricular activities.

Technology at Downtown Value School

Because Downtown Value School uses a hybrid curriculum delivery system for English Language Arts, Science, Social Studies and Mathematics, students are exposed to technology regularly and use computers and other devices both to learn and to demonstrate their knowledge.

Technological resources are provided in the classroom. Each student is assigned a Chromebook, which facilitates access to the curriculum and allows teachers to give feedback. At least weekly, designated computer time is set aside for students to practice typing skills. Teachers encourage students to build keyboarding skills by engaging in activities such as Nitro Type and by using online typing programs in the English Language Arts curriculum.

Computerized adaptive benchmark assessments (NWEA MAPS) administered at least twice a year provide both hands-on experience for students and an opportunity for school and home office technology staff to troubleshoot any potential system-wide problems well before the spring CAASPP exams for students in grades 3-8. (Students in lower grades also take a benchmark NWEA exam in the spring.)

Classroom teachers use online presentation platforms such as Flipgrid, Padlet, Quizzes and Nearpod to deliver content, facilitate assessment and encourage student engagement. Supplementing the Charter Management Organization (“CMO”)-wide Information Technology team, Downtown Value School assigns an administrator to organize and maintain its various online platforms and internal digital systems. Technology-related training duties are divided as appropriate between this position and an instructional coach.

Downtown Value uses ParentSquare and email to communicate with parents, and parents have access to PowerSchool and Google Classroom to review student records and attendance. To help families stay connected to the school and able to help their children learn, the Downtown Value Parent Center offers weekly workshops on technology and learning. For example, these workshops teach parents how to use email, navigate PowerSchool and ParentSquare, and support their children using Google Classroom.

Transitional Kindergarten

Under the California Education Code, parents may enroll a four-year-old child as a transitional kindergarten student at Downtown Value School if the child’s 5th birthday falls between September 2 and December 2 of the school year.

Unless space becomes available to accommodate a separate transitional kindergarten class, children enrolled in the transitional kindergarten program will participate in the same program

as regular kindergarten students. Teachers will modify the curriculum as needed to ensure that it is developmentally appropriate for each child. The curriculum will be structured around McGraw Hill's Reading Wonders and World of Wonders, an early childhood literacy program that provides developmentally appropriate instruction for learners aged 3 to 5, including cross-curricular support for mathematics, science, social studies, and other elements of the school experience. At the end of the school year, the teacher may recommend that the transitional kindergarten student move on to first grade, or continue with kindergarten in the following school year. If a TK student continues with kindergarten in the following school year, this will not count as retention on the student's record.

Academic Calendar and Schedules

The board-approved academic calendar for the 2024-25, in addition to the draft version of the 2025-26 academic calendar. Sample class schedules, and a summary of instructional minutes are below as well.

Academic Calendar.

**Downtown Value School
Academic Calendar 2025-26 School Year**

August

M	T	W	T	F
28	29	30	31	1
PD	PD	PD	PD	PD
4	5	6	7	8
R	R	ED	R	R
11	12	13	14	15
R	R	ED	R	R
18	19	20	21	22
R	R	ED	R	R
25	26	27	28	29
R	R	ED	R	R

September

M	T	W	T	F
1	2	3	4	5
H	R	R	R	R
8	9	10	11	12
R	R	ED	R	R
15	16	17	18	19
R	R	ED	R	R
22	23	24	25	26
R	R	ED	R	R
29	30			
P	R			

October

M	T	W	T	F
		1	2	3
		R	R	R
6	7	8	9	10
R	R	R	ED	ED
13	14	15	16	17
R	R	ED	R	R
20	21	22	23	24
R	R	ED	R	R
27	28	29	30	31
R	R	ED	R	R

November

M	T	W	T	F
3	4	5	6	7
R	R	ED	R	R
10	11	12	13	14
P	H	R	R	R
17	18	19	20	21
R	R	ED	R	R
24	25	26	27	28
H	H	H	H	H

December

M	T	W	T	F
1	2	3	4	5
R	R	ED	R	R
8	9	10	11	12
R	R	ED	R	R
15	16	17	18	19
R	R	R	R	ED
22	23	24	25	26
H	H	H	H	H
29	30	31		
H	H	H		

January

M	T	W	T	F
			1	2
			H	H
5	6	7	8	9
P	R	R	R	R
12	13	14	15	16
R	R	ED	R	R
19	20	21	22	23
H	R	R	R	R
26	27	28	29	30
R	R	ED	R	R

February

M	T	W	T	F
2	3	4	5	6
R	R	ED	R	R
9	10	11	12	13
R	R	ED	R	R
16	17	18	19	20
H	P	R	R	R
23	24	25	26	27
R	R	ED	R	R

March

M	T	W	T	F
2	3	4	5	6
R	R	ED	ED	ED
9	10	11	12	13
R	R	ED	R	R
16	17	18	19	20
P	R	R	R	R
23	24	25	26	27
R	R	R	R	H
30	31			
H	H			

April

M	T	W	T	F
		1	2	3
		H	H	H
6	7	8	9	10
R	R	ED	R	R
13	14	15	16	17
R	R	ED	R	R
20	21	22	23	24
R	R	ED	R	R
27	28	29	30	
R	R	ED	R	

May

M	T	W	T	F
				1
				R
4	5	6	7	8
R	R	ED	R	R
11	12	13	14	15
R	R	ED	R	R
18	19	20	21	22
R	R	ED	R	R
25	26	27	28	29
H	R	R	R	R

June

M	T	W	T	F
1	2	3	4	5
R	R	R	ED	
8	9	10	11	12
15	16	17	18	19
				H
22	23	24	25	26
29	30			

First Day of Instruction: 8/4/25
 Memorial Day: 8/25/26
 Memorial Day: 8/25/26
 Labor Day: 9/1/25
 Veteran's Day: 11/11/25
 Thanksgiving Break: 11/24/25-11/28/25
 Winter Break: 12/22/25-1/2/26

President's Day: 2/16/26
 Cesar Chavez Day: 3/27/26
 Spring Break: 3/30/26-4/3/26
 Juneteenth: 6/19/26

R: Regular School Day
 ED: Early Dismissal Day
 P: Pupil Free Day
 PD: Professional Development
 H: Holiday/Break

*H: Represent both holidays and breaks such as Winter Break and Thanksgiving Break

*Total of 6 EDs will be used for parent conferences, these are marked on the calendar from October 9-10, 15 and March 4-6

Bell Schedules.

Grades TK-K Sample Bell Schedule

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Approx/Week
A.M. Ceremony	8:00 - 8:10 (10 min)	8:00 - 8:10 (10 min)	8:00 - 8:10 (10 min)	8:00 - 8:10 (10 min)	8:00 - 8:10 (10 min)	50
Morning Routine	8:13-8:38 (25 min)	8:13-8:38 (25 min)	8:10-8:30 (20 min)	8:13-8:38 (25 min)	8:13-8:38 (25 min)	120
IMSE Phonics	8:38-9:13 (35 min)	8:38-9:13 (35 min)	8:30-9:00 (30 min)	8:38-9:13 (35 min)	8:38-9:13 (35 min)	170
Recess #1	9:15-9:35 (20 min)	9:15-9:35 (20 min)	9:02-9:22 (20 min)	9:15-9:35 (20 min)	9:15-9:35 (20 min)	100
IMSE Phonics	9:37-9:52 (15 min)	9:37-9:52 (15 min)	9:24-9:49 (25 min)	9:37-9:52 (15 min)	9:37-9:52 (15 min)	85
ELA Reading / Writing	9:52-10:17 (25 min)	9:52-10:17 (25 min)	9:49-10:14 (25 mins)	9:52-10:17 (25 min)	9:52-10:17 (25 min)	125
Special Activity	10:17-10:27 (10 mins)	10:17-10:27 (10 mins)		10:17-10:27 (10 mins)	10:17-10:27 (10 mins)	40
d-ELD/Centers	10:27-10:52 (25 min)	10:27-10:52 (25 min)	10:14-10:39 ELD/Centers (25 min)	10:27-10:52 (25 min)	10:27-10:52 (25 min)	125
Lunch followed by longer recess	10:54-11:34 (40 mins)	10:54-11:34 (40 mins)	10:41-11:21 (40 mins)	10:54-11:34 (40 mins)	10:54-11:34 (40 mins)	200
Specials PE/Music/Art	11:36-12:21 (45 mins)	11:36-12:21 (45 mins)	11:23-12:13 (50 mln)	11:36-12:21 (45 mins)	11:36-12:21 (45 mins)	230
Math	12:21 -1:21 (60 min)	12:21 -1:21 (60 min)	12:10- 12:55 (45 min)	12:21 -1:21 (60 min)	12:21 -1:21 (60 min)	285
Recess #2	1:23-1:38 (15 min)	1:23-1:38 (15 min)	12:57-1:17 (20 min)	1:23-1:38 (15 min)	1:23-1:38 (15 min)	80
Science/social Studies	1:35-2:35 (60 min)	1:35-2:35 (60 min)		1:35-2:35 (60 min)	1:35-2:35 (60 min)	240
Closing Circle	2:35-2:50 (15 min)	2:25-2:40 (15 min)	1:17-1:35 (18 min)	2:25-2:40 (15 min)	2:25-2:40 (15 min)	78

Instructional Minutes	325	325	248	325	325	1,548
Recess #1	9:15-9:35 (20 min)	9:15-9:35 (20 min)	9:02-9:22 (20 min)	9:15-9:35 (20 min)	9:15-9:35 (20 min)	100 min
Lunch	10:54-11:34 (40 mins)	10:54-11:34 (40 mins)	10:41-11:21 (40 mins)	10:54-11:34 (40 mins)	10:54-11:34 (40 mins)	200 min
Recess #2	1:23-1:38 (15 min)	1:23-1:38 (15 min)	12:57-1:17 (20 min)	1:23-1:38 (15 min)	1:23-1:38 (15 min)	60 min
Total Minutes	395	395	328	395	395	1,908

Grades 1-2 Sample Bell Schedule

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Approx/Week
A.M. Ceremony	8:00-8:10 (10 min)	8:00-8:10 (10 min)	8:00-8:10 (10 min)	8:00-8:10 (10 min)	8:00-8:10 (10 min)	50 min
Morning Routine	8:13-8:28 (15 min)	8:13-8:28 (15 min)	8:13-8:23 (10 min)	8:13-8:28 (15 min)	8:13-8:28 (15 min)	70 min
IMSE Phonics	8:28-9:13 (45 min)	8:28-9:13 (45 min)	8:23-9:18 (55 min)	8:28-9:13 (45 min)	8:28-9:13 (45 min)	235 min
Recess #1	9:15-9:30 (15 min)	9:15-9:30 (15 min)	9:20-9:40 (20 min)	9:15-9:30 (15 min)	9:15-9:30 (15 min)	80 min
ELA Reading and writing	9:30-10:30 (60 min)	9:30-10:30 (60 min)	9:42-10:37 (55 min)	9:30-10:30 (60 min)	9:30-10:30 (60 min)	295 min
d-ELD/Centers	10:30-10:55 (25 min)	10:30-10:55 (25 min)	10:37-10:57 ELD/Centers (20 min)	10:30-10:55 (25 min)	10:30-10:55 (25 min)	120 min
Lunch	10:57-11:17 (20 mins)	10:57-11:17 (20 mins)	10:59-11:19 (20 mins)	10:57-11:17 (20 mins)	10:57-11:17 (20 mins)	100 min
Recess #2	11:17-11:37 (20 mins)	11:17-11:37 (20 mins)	11:19-11:39 (20 mins)	11:17-11:37 (20 mins)	11:17-11:37 (20 mins)	100 min
Specials PE/Music/Art	11:39-12:29 (50 mins)	11:39-12:29 (50 mins)	11:41-12:26 (45 min)	11:39-12:29 (50 mins)	11:39-12:29 (50 mins)	245 min
Math	12:31 -1:51 (80 min)	12:31 -1:51 (80 min)	12:28-1:28 (60 min)	12:31 -1:51 (80 min)	12:31 -1:51 (80 min)	380 min

Science/social Studies	1:51-2:46 (55 min)	1:51-2:46 (55 min)		1:51-2:46 (55 min)	1:51-2:46 (55 min)	220 min
Closing Circle	2:46-2:56 (10 min)	2:46-2:56 (10 min)	1:28-1:38 (10 min)	2:46-2:56 (10 min)	2:46-2:56 (10 min)	50 min
Instructional Minutes	350	350	265	350	350	1,665 min
Recess #1	9:15-9:30 (15 min)	9:15-9:30 (15 min)	9:20-9:40 (20 min)	9:15-9:30 (15 min)	9:15-9:30 (15 min)	80 min
Lunch	10:57-11:17 (20 mins)	10:57-11:17 (20 mins)	10:59-11:19 (20 mins)	10:57-11:17 (20 mins)	10:57-11:17 (20 mins)	100 min
Recess #2	11:17-11:37 (20 mins)	11:17-11:37 (20 mins)	11:19-11:39 (20 mins)	11:17-11:37 (20 mins)	11:17-11:37 (20 mins)	100 min
Total Minutes	405	405	325	405	405	1,945 min

Grades 3-6 Sample Bell Schedule

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Approx/Week
A.M. Ceremony	8:00-8:10 (10 min)	8:00-8:10 (10 min)	8:00-8:10 (10 min)	8:00-8:10 (10 min)	8:00-8:10 (10 min)	50 min
Specials PE/Music/Art	8:13-9:03 (50 min)	8:13-9:03 (50 min)		8:13-9:03 (50 min)	8:13-9:03 (50 min)	200 min
ELA	9:03-10:03 (60 min)	9:03-10:03 (60 min)	8:13-9:13 ELA (60 min)	9:03-10:03 (60 min)	9:03-10:03 (60 min)	300 min
Recess #1	10:05 -10:25 (20 min)	10:05 -10:25 (20 min)	9:15-9:25 (10 min)	10:05 -10:25 (20 min)	10:05 -10:25 (20 min)	90 min
ELD/Centers	10:27-10:47 (20 min)	10:27-10:47 (20 min)	9:27-9:47 ELD/Centers (20 min)	10:27-10:47 (20 min)	10:27-10:47 (20 min)	100 min
Mathematics	10:47-11:47 (60 min)	10:47-11:47 (60 min)	9:47 -11:02 Math (75 min)	10:47-11:47 (60 min)	10:47-11:47 (60 min)	315 min
Lunch	11:49-12:09 (20 min)	11:49-12:09 (20 min)	11:29-11:49 (20 min)	11:49-12:09 (20 min)	11:49-12:09 (20 min)	100 min
Recess #2	12:09-12:24 (15 mins)	12:09-12:24 (15 mins)	11:49-12:09 (20 min)	12:09-12:24 (15 mins)	12:09-12:24 (15 mins)	80 min
Writing	12:26-1:26	12:26-1:26		12:26-1:26	12:26-1:26	240 min

	(60 min)	(60 min)		(60 min)	(60 min)	
Intervention and Support	1:26-2:01 (35 min)	1:26-2:01 (35 min)	11:02-11:27 Intervention and Support (25 min) 12:09-12:39 Intervention and support (30 min)	1:26-2:01 (35 min)	1:26-2:01 (35 min)	195 min
Science/SS	2:01-2:56 (55 min)	2:01-2:56 (55 min)	12:39-1:38 Science/SS (59 min)	2:01-2:56 (55 min)	2:01-2:56 (55 min)	279 min
Instructional Minutes	350	350	279	350	350	1,679
Recess #1	10:05 -10:25 (20 min)	10:05 -10:25 (20 min)	9:15-9:25 (10 min)	10:05 -10:25 (20 min)	10:05 -10:25 (20 min)	90 min
Lunch	11:49-12:09 (20 min)	11:49-12:09 (20 min)	11:29-11:49 (20 min)	11:49-12:09 (20 min)	11:49-12:09 (20 min)	100 min
Recess #2	12:09-12:24 (15 mins)	12:09-12:24 (15 mins)	11:49-12:09 (20 min)	12:09-12:24 (15 mins)	12:09-12:24 (15 mins)	80 min
Total Minutes	405	405	329	405	405	1,949

**Grades 7 & 8th Sample Bell Schedule
All Periods**

Period(s)	M/T/Th/F	Period(s)	W	Approx/Week
A.M. Ceremony	8:00-8:10 (10 min)	A.M. Ceremony	8:00-8:10 (10 min)	50 min
1	8:13-9:18 (65 min)	1	8:13-8:53 (50 min)	310 min
2	9:19-10:24 (65 min)	2	8:54-9:44 (50 min)	310 min
Recess #1	10:25-10:40 (15 mins)			60 min
3	10:42-11:47 (65 min)	3	9:44-10:34 (50 min)	310 min
		Lunch	10:34-10:54 (20 min)	20 min
		Recess	10:54- 11:15 (21 min)	21 min
4	11:48-12:53	4	11:16-12:06	310 min

	(65 min)			(50 min)	
Lunch	12:53- 1:13 (20 min)				80 min
Recess #2	1:13-1:28 (15 min)				60min
5 Electives/Flex	1:29-2:17 (48 min)		5	12:07-12:57 (50 min)	242 min
6 Electives/Flex	2:18-3:06 (48 min)		6	12:58-1:48 (50 min)	242 min
Instructional Minutes	366			310	1,774
Recess #1	10:25-10:40 (15 mins)				60 min
Lunch	12:53- 1:13 (20 min)			10:34-10:54 (20 min)	100 min
Recess #2	1:13-1:28 (15 min)			10:54- 11:15 (21 min)	81 min
Total Minutes	416			351	2,015

Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	154	325	34	248	0	0	0	0	188	36000	58482	22482
1	Yes	154	350	34	265	0	0	0	0	188	50400	62910	12510
2	Yes	154	350	34	265	0	0	0	0	188	50400	62910	12510
3	Yes	154	350	34	279	0	0	0	0	188	50400	63386	12986
4	Yes	154	350	34	279	0	0	0	0	188	54000	63386	9386
5	Yes	154	350	34	279	0	0	0	0	188	54000	63386	9386
6	Yes	154	350	34	279	0	0	0	0	188	54000	63386	9386
7	Yes	154	366	34	310	0	0	0	0	188	54000	66904	12904
8	Yes	154	366	34	310	0	0	0	0	188	54000	66904	12904
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

Teacher Recruitment and Retention. Educators hired for Value Schools must have the professional training required to be able to recognize student needs, to identify materials and approaches likely to meet those needs, and to differentiate their instructional approaches to

maximize student achievement. Downtown Value seeks teachers who are committed to helping all students succeed, who understand and accept the five core values, and who are willing to collaborate with other faculty to create an exceptional school by instilling those values in their students. All teachers recruited for Downtown Value School must have the appropriate qualification for state credential requirements.

To recruit qualified teaching candidates, administrators at Downtown Value will:

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

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

Value Schools and Downtown Value facilitate teacher recruitment and retention through:

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

Continuing Professional Development. Downtown Value encourages all teachers to continue their education by attending online and in-person graduate and post-graduate courses, workshops, and training throughout the year, including the summer months. Instructional school leaders assess training needs, create and oversee Downtown Value's professional development program. Opportunities are offered on multiple tracks:

CMO-wide education. Teacher leaders receive professional development that occurs monthly during the academic year. The professional development includes a range of topics common to all Value Schools, but primarily focuses on high-quality instruction and effective coaching practices to support all teachers in their development and growth as a teacher.

Site-based professional development sessions. One afternoon per week (currently Wednesday) is set aside for on-site professional development and for teacher collaboration. Usually, teachers and administrators share their expertise with the rest of the teaching staff through in-house workshops; outside speakers are brought in for special topics.

Observation, coaching and mentoring. Downtown Value organizes observations to ensure that formal professional development and training translate to effective teaching. The school

instructional team visits classrooms frequently to observe teachers applying these techniques, with the principal typically spending time each week in each classroom. This allows the principal the opportunity to observe teaching practices, and support overall teacher growth and professional development implementation.

Using principles and strategies drawn from Doug Lemov’s *Teach Like a Champion* books (2010, 2014) and Paul Bambrick-Santoyo’s *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (2012), Downtown Value also uses a mentorship strategy to develop teachers and other staff. The principal selects appropriately qualified and trained teachers to serve as a mentor teacher, typically an experienced teacher whose students consistently demonstrate substantial growth on the NWEA. Mentors help teachers break down larger goals such as “improve classroom management” into smaller action steps such as “identify one of Lemov’s classroom management strategies that you will try out next week.” Mentors regularly videotape their mentees in the classroom or other professional setting, following up with a video review session to identify strengths and weaknesses and to discuss alternative strategies.

Every two weeks, the principal and director of instruction meets with the mentor teachers to discuss teacher progress. After reviewing the winter NWEA benchmark results, the team decides how to best support the teaching staff for the remainder of the school year.

Off-site specialty training. As desired and appropriate, Downtown Value encourages and supports teachers who wish to attend courses and conferences and share their increased knowledge with the wider school community.

Professional Development Plan. Before each school year begins, specific preparation and training sessions are scheduled for all teachers (and in some instances, all staff) to ensure proper delivery of the educational program and familiarity with required topics. Throughout the year, data analysis, observation and reflections inform professional development program choices, allowing prompt response to identified needs. For the 2025-2026 school year, Downtown Value School’s Professional Development Plan includes:

Fall Semester	
Month	Topic
August	<ul style="list-style-type: none"> - School policy, safety and professionalism training: All DVS staff will engage in policy and professionalism training so to ensure fair, effective, and consistent policies school-wide - Backward planning: Teachers will align their assessments to the school focus, college ready assessments (including CAASPP, and interims), standards, objectives, and designed in-class activities) - Staff Culture: Teachers will focus on building community with one

	<p>another to ensure a highly effective and engaged team that work towards the common goal of ensuring scholar success</p> <ul style="list-style-type: none"> - Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content. - Differentiation of Instruction for Most Vulnerable Scholars: Teachers will engage in training on how to support the most at risk scholars (i.e. SWD and ELs) on campus. - Data driven instruction: Review of data from the prior school year. Identify areas of strength and area of need and next steps for improving instructional practices based on the data.
September	<ul style="list-style-type: none"> - Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content. - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support. - Grade level collaboration: Teachers will engage in grade level collaboration sessions to develop strategies and supports for the most vulnerable scholars on campus
October	<ul style="list-style-type: none"> - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support. - Staff Culture: Teachers will focus on building community with one another to ensure a highly effective and engaged team that work towards the common goal of ensuring scholar success - Data driven instruction: Review of data from the interim. Identify areas of strength and area of need and next steps for improving instructional practices based on the data.
November	<ul style="list-style-type: none"> - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while

	<p>supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support.</p> <ul style="list-style-type: none"> - Differentiation of Instruction for Most Vulnerable Scholars: Teachers will engage in training on how to support the most at risk scholars (i.e. SWD and ELs) on campus. - Grade level collaboration: Teachers will engage in grade level collaboration sessions to develop strategies and supports for the most vulnerable scholars on campus.
December	<ul style="list-style-type: none"> - Staff Culture: Teachers will focus on building community with one another to ensure a highly effective and engaged team that works towards the common goal of ensuring scholar success. - Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content.
Spring Semester	
January	<ul style="list-style-type: none"> - Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content. - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support. - Grade level collaboration: Teachers will engage in grade level collaboration sessions to develop strategies and supports for the most vulnerable scholars on campus.
February	<ul style="list-style-type: none"> - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support. - Staff Culture: Teachers will focus on building community with one another to ensure a highly effective and engaged team that work towards the common goal of ensuring scholar success

	<ul style="list-style-type: none"> - Data driven instruction: Review of data from the interim. Identify areas of strength and area of need and next steps for improving instructional practices based on the data.
March	<ul style="list-style-type: none"> - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support. - Differentiation of Instruction for Most Vulnerable Scholars: Teachers will engage in training on how to support the most at risk scholars (i.e., SWD and ELs) on campus. - Grade level collaboration: Teachers will engage in grade level collaboration sessions to develop strategies and supports for the most vulnerable scholars on campus.
April	<ul style="list-style-type: none"> - Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content. - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support. - Grade level collaboration: Teachers will engage in grade level collaboration sessions to develop strategies and supports for the most vulnerable scholars on campus.
May	<ul style="list-style-type: none"> - Supporting scholars in reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach for K-3 students, while supporting strong readers in 3-8 by ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support.

The professional development program is adjusted in response to developments throughout the year, particularly in student performance and behavior. Below are some of the professional development topics expected to be covered during the five-year charter term.

- Implementing Common Core State Standards in the classroom

- Working with students with disabilities
- Teaching English Language Learners
- Behavioral interventions and restorative justice
- Socio-emotional learning and trauma informed practices
- Reading and writing across the curriculum
- Science of reading research and structure literacy
- Vertical connection of math instruction across grade levels
- Integrating the rigor of math (application, conceptual and procedural math)
- Teaching conceptual math using an inquiry based model
- Using the data cycle to adjust student learning, with a specific focus on math
- Collaborative learning
- Using technology in the classroom
- STEM and the NGSS
- How to differentiate instruction
- Teaching critical thinking/metacognitive strategies
- Multi-tiered System of Support
- Using Lexia and Mathletics
- Strategies to inspire student engagement and ownership of learning

Meeting the Needs of All Students

English Learners.

Downtown Value School has adopted and implemented an English Learner Master Plan.

Identifying and Assessing English Learners

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

Each student is required to complete a Home Language Survey (HLS), which is provided in the most commonly spoken language in the local community, such as Spanish. This survey is filled out by parents at the time of initial enrollment and includes four specific questions about the family's home language. The HLS is a standard part of the enrollment packet, and all questions must be completed. The survey includes these four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student use most frequently at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by adults at home?

The school will ensure that ALL students have a completed HLS on file (including monolingual English speakers). If any of the four questions in the HLS indicates the use of a language other than English by the students or in the home, the students will be assessed for language proficiency.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending Value School has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades TK/K through 8th. The ELF contains the following:

1. Home Language Survey
2. ELPAC Reports
3. Reclassification Documents
4. Parent Notifications
5. Waiver Documents
6. Other Norm Referenced Standardized Test Results, Smarter Balanced, and NWEA
7. Alternative Reclassification

Maintenance of Records

Upon completion of the assessment process in grades TK through 8th, the school will record the results into the Value School database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

STAGE 2 – English Language Assessments

The ELPAC (English Language Proficiency Assessments for California) is designed to identify students who have limited proficiency in English. This assessment evaluates how well students speak, listen, read, and write in English when it is not their first language. The ELPAC consists of two types of exams:

- Initial ELPAC: This is used for the initial identification of students as English Learners (ELs).
- Summative ELPAC: This is an annual assessment aimed at measuring an EL's progress and determining their level of English proficiency.

The California Department of Education has developed the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) specifically for students with significant cognitive disabilities. The Alternate ELPAC serves two primary functions:

- Initial Alternate ELPAC: Helps determine whether a student should be initially classified as an English learner (EL) or initially fluent English proficient (IFEP).
- Summative Alternate ELPAC: Provides annual insights into students' progress in English language proficiency (ELP) and aids in decisions regarding their redesignation as fluent English proficient (RFEP).

The assessment aligns with the 2012 California English Language Development Standards, utilizing the English Language Development Connectors which simplify the depth, breadth, and complexity appropriate for this student population.

The Alternate ELPAC supersedes any locally determined alternate assessments, offering a uniform, statewide measure of English language proficiency for students with the most significant cognitive disabilities.

	Initial ELPAC	Summative ELPAC
<i>Who takes the ELPAC?</i>	The initial assessment is given to students grades K12 whose primary language is not English to determine their English language proficiency. The initial ELPAC is only given once.	The summative assessment is only given to students grades K12 who have been identified as EL. ELs will take the summative assessment every year until they are reclassified as fluent English proficient (RFEP).
<i>What does the ELPAC assess?</i>	<ul style="list-style-type: none"> - <i>Speaking:</i> Using oral language appropriately in the classroom and social interactions - <i>Listening:</i> Understanding the oral language of the teacher, extracting information and following the instructional discourse - <i>Reading:</i> Comprehending and interpreting text at age and grade appropriate levels - <i>Writing:</i> Producing written text with content and format in classroom assignments at age and grade appropriate levels 	<ul style="list-style-type: none"> - <i>Speaking:</i> Using oral language appropriately in the classroom and social interactions - <i>Listening:</i> Understanding the oral language of the teacher, extracting information and following the instructional discourse - <i>Reading:</i> Comprehending and interpreting text at age and grade appropriate levels - <i>Writing:</i> Producing written text with content and format in classroom assignments at age and grade appropriate levels
<i>When is the ELPAC given?</i>	<ul style="list-style-type: none"> - Students are given the initial assessment within 30 days of enrollment - The initial ELPAC may be administered throughout the year 	<ul style="list-style-type: none"> - The ELPAC summative testing window is in the Spring between February 1st and May 31st.

**Note, the alternative version of this assessment follows the same testing windows*

Students will be provided with a comprehensive scale score and a performance level that encompasses oral language skills (speaking and listening) and written language skills (reading and writing). The four ELPAC performance levels outlined in the chart below illustrate the typical English language abilities of students at each level.

ELPAC Levels	What Students can Typically do at Each Level
4	Students at this level have well developed English skills. <ul style="list-style-type: none"> - They can usually use English to learn new things in school and to interact in social situations.

	<ul style="list-style-type: none"> - They may occasionally need help using English.
3	<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> - They can sometimes use English to learn new things in school and to interact in social situations. - They may need help using English to communicate on less familiar school topics and in less familiar social situations.
2	<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> - They usually need help using English to learn new things at school and to interact in social situations. - They can often use English for simple communication.
1	<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> - They usually need substantial help using English to learn new things at school and to interact in social situations. - They may know some English words and phrases.

The English Language Development (ELD) ELPAC levels categorize student proficiency in English language development across four distinct stages.

- ELD 1 Emerging: Students progress very quickly, learning to use English to meet immediate needs.
- ELD 2 Expanding: Students increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
- ELD 3 & 4 Bridging: Students at these levels 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.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child’s language classification and eligibility for placement in the ELD program. The school’s EL Designee, with the support of the school office staff, will provide the following in writing and mailed home via USPS:

1. Assessment Notification: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt

2. Placement Notification: At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

STAGE 4 Data Reporting

Three key elements are gathered for English Language Learners within their student profiles: language background, language proficiency, and language instruction program. For all students, both ELs and non-ELs, a code will identify the primary home language (HLS), with 'eng' designated for native English speakers. This information is essential for state reporting and also meets the requirements of the U.S. Department of Education.

EL Student Cumulative Records

Under the California Education Code, the cumulative record is a legally mandated document that must be perpetually maintained. State and federal regulations stipulate that Local Education Agencies (LEAs) must preserve documentation for ELs within each student's comprehensive record. Value Schools utilizes an English Learner Folder (ELF) to organize and safeguard the necessary documents for ELs. Once a student is identified as an English Learner through the initial ELPAC proficiency assessment, an ELF is created and used to store all pertinent documents. This folder is part of the student's overall cumulative record (CUM) and is accessible for oversight during state and federal compliance reviews. Notably, a Master Plan Folder should not be established for students identified as Initially Fluent English Proficient (IFEP); instead, their documentation is incorporated into their general cumulative records.

The ELF contains the following:

- Home Language Survey
- ELPAC Reports
- Reclassification Documents
- Parent Notifications
- Waiver Documents
- Other Norm-Referenced Standardized Test Results, Smarter Balanced, and NWEA
- Alternative Reclassification

Documentation and Record Keeping

The ELF Checklist is an ongoing tool to guide and monitor the documentation requirements for each EL. Documents listed on the checklist should be filed within the folder. Each Value Schools campus appoints a custodian of records responsible for the maintenance, content, and security of the ELF. This custodian ensures all documents are up-to-date and accurate, completing a yearly checklist for each student's folder.

English Learner Instructional Program

To effectively address the academic needs of English Learners, Value Schools will implement a comprehensive instructional program schoolwide. This program is designed to provide sufficient depth and time for English language acquisition, enable students to access the

curriculum fully, promote high expectations, and enhance interactions among ELs, teachers, and their peers. English language development is a collaborative effort throughout the school, involving various stakeholders.

Understanding English Language Learners

English Learners (ELs) are a diverse group, ranging from newly arrived students to LongTerm English Learners (LTELs). Those who arrive during adolescence from foreign countries exhibit a wide range of educational experiences, home language literacy, and acclimatization to life in the U.S. Additionally, many students come from socioeconomically challenged backgrounds. Gathering comprehensive information about these students helps the school more effectively support their success. Immigrant students often bring valuable content knowledge from their previous schooling, which can be leveraged to aid their integration and learning.

To best support these students, the designated EL Coordinator, with assistance from the School Counselor and Parent Engagement Specialist, will undertake the following actions:

- Request and utilize academic transcripts from previous institutions to appropriately place students in courses.
- Conduct interviews with students and parents (with translator assistance) about their educational backgrounds, using this information to highlight student strengths when scheduling courses.

ELs with varied educational histories, including those with interrupted schooling, face increased dropout risks and thus require targeted support. Frequent communication with parents is crucial to help them understand the school's programs and how they compare to previous educational experiences. Placement assessments in subjects like English Language Arts (ELA), mathematics, and foreign languages might be provided to determine suitable academic levels.

Characteristics of Diverse EL Student Types

- **Newcomers with Formal Education:** These students, having arrived in the U.S. within the last three years, typically have little to no English fluency but possess adequate formal education from their native countries. They are often highly motivated, capable of transferring academic concepts with appropriate language support, and potential candidates for the Seal of Biliteracy. However, they may not meet all grade level standards due to language barriers and face the dual challenge of quickly learning English while mastering state content and performance standards. These students might benefit from an accelerated ELD program that is both rigorous and flexible, allowing for frequent level adjustments and focused content instruction. They may also require an additional year of high school or transition to alternative programs like adult education.
- **Newcomers with Limited Formal Schooling:** Recent arrivals with minimal formal education often lack basic literacy skills in their primary language and need extra time to adjust to U.S. school routines and expectations. These students, often refugees, may have endured significant trauma and require socioemotional support alongside academic assistance, especially in developing foundational literacy skills. A long-term

educational plan, possibly extending their high school education or transitioning to other educational programs, is typically necessary to address their unique challenges.

- **Students with Limited or Interrupted Formal Education (SLIFE):** These students represent a specific group within the English language learner population. These students typically have limited academic backgrounds, including reading and writing skills in their native languages, and are generally below grade level in most academic areas. Often new to the U.S. school system, SLIFE may have faced disrupted or minimal educational opportunities due to factors like poverty, geographic isolation, societal norms, economic necessities, or crises such as natural disasters or conflicts. This group includes refugees, migrants, and potentially unaccompanied youth, among others, who have encountered barriers to continuous schooling.
- **Unaccompanied children/youth:** Young immigrants under age 18 who arrived at the U.S. border alone. The vast majority of these children come to the US due to poverty, unemployment, and oppressive governments. Many have come to the U.S. to reunite with family members, to escape harsh living conditions and for economic reasons. In addition, some children may have actually traveled to the U.S. with family members but are now separated from family members due to a variety of reasons.

Language Considerations

Value Schools recognizes that many recently arrived students may speak languages other than Spanish or English, including indigenous languages from their countries of origin. Schools must be sensitive to the linguistic backgrounds of these students and avoid making assumptions. Moreover, there is often a stigma associated with speaking indigenous languages, which may lead families to underreport their primary languages, necessitating sensitive and inclusive language assessment practices.

Long-Term English Learners (LTELs)

LTELs: are students who have been enrolled in U.S. schools for six years or more without achieving English proficiency reclassification. These students typically exhibit strong basic interpersonal communication skills in English, yet they possess limited academic language, using general and imprecise vocabulary. They often read and write below grade level and struggle academically, as evidenced by low GPAs and poor performance on district and state assessments. While LTELs may have fluent social language skills in both English and their home language, they lack the academic vocabulary and language structures necessary for engaging with secondary school curricula. They require targeted instruction in academic English, focusing on comprehension, vocabulary expansion, and advanced grammar to produce grade level work.

At-Risk LTELs (ARLTELs): are students approaching six years in U.S. schools, facing challenges in achieving English proficiency due to persistent academic and language skill gaps. Typically underperforming in core subjects and standardized tests, these students require targeted interventions to bridge their language deficiencies and support their reclassification as proficient English speakers. Addressing their needs involves tailored academic support and strategic interventions that focus on closing specific gaps in language comprehension and usage, ensuring they receive the necessary assistance to succeed academically and avoid becoming LTELs.

Dually Identified English Learners with IEP/504 Plans: are students who, in addition to being English Learners, have recognized disabilities such as learning disabilities, health impairments, speech or emotional disturbances, or autism. These students may also be LTELs. They benefit from additional educational services, support, and accommodations to progress in English proficiency and meet

academic standards. An English Learner with an IEP should have specifically tailored linguistic goals that address their unique educational needs. Depending on their specific IEP/504 plans, they may also require accommodations for completing assignments and taking assessments.

INSTRUCTIONAL PROGRAM DESCRIPTION

Value Schools is committed to offering asset based instructional opportunities that enhance linguistic proficiency, academic language, and academic achievement across the curriculum. To deliver the most effective services to all our students, it is essential to recognize and value the rich linguistic and cultural assets they bring from their communities and families into the classroom. The foundation of our educational approach is built on the families, communities, language, culture, and traditions that inform the valuable assets our students contribute every day.

Value Schools will implement a schoolwide Structured English Immersion (SEI) program to support English Learners (ELs) by aligning instruction with California Common Core State Standards and the English Language Development Standards. This program emphasizes rigorous English language development tailored to the students' proficiency levels and includes specialized instruction in listening, speaking, reading, and writing. This approach promotes high expectations and enhances interactions among students, teachers, and peers. It incorporates both Designated and Integrated English Language Development (ELD) strategies in content area classes, based on the students' proficiency levels, duration in the program, and teacher recommendations, ensuring effective language acquisition practices are present in all classrooms.

Designated English Language Development (d-ELD):

These courses offer a designated period during the school day for teachers to address the specific language needs of students, based on their proficiency level (Emerging, Expanding, or Bridging). Instruction is tailored, implemented, and scaffolded to meet these specific levels, aligning with the CA ELD Standards (2012). These courses:

- Employ a targeted curriculum focused on English language instruction according to each student's proficiency.
- Are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials: Multiple Subject Teaching (grades TK6) or Single Subject Credential (grades 78) with an aligned EL Authorization, including: ELA1, BA1, R1WL/ELD, S22/S22, R3/R3B, S6/S6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Instruction in Designated ELD reflects the California ELA/ELD Framework by:

- Integrating the four key language skills—Listening, Speaking, Reading, and Writing—into everyday teaching.
- Providing daily opportunities for meaningful speaking practice through structured classroom discussions, small groups, and presentations, utilizing tools like response frames and word banks.

- Beginning with phonemic awareness and phonics, then expanding to vocabulary, text comprehension, and fluency. Students are encouraged to engage actively in reading and writing processes.
- Focusing on extensive vocabulary development, including teaching the multiple meanings of words and encouraging the use of new vocabulary in students' own speaking and writing.
- Offering explicit instruction in reading comprehension strategies.
- Building on and activating students' existing knowledge, connecting new information to known concepts, and discussing its application to new topics.
- Delivering instruction through content and thematic units, providing a structured framework for ELs to integrate new knowledge and apply language skills across subjects.

Integrated English Language Development (iELD):

Integrated English Language Development involves teachers of English Learners implementing specific ELD strategies to ensure that academic content is clear and accessible. This approach requires organizing instruction to support students as they engage with challenging, grade appropriate material. Integrated ELD instruction aligns with the Common Core State Standards and other specific standards (such as NGSS and California History Standards), and is carried out by content teachers who use targeted strategies to enhance the clarity of their teaching:

- English Learners will participate in Integrated ELD across all their content classes throughout the school day.
- Teachers involved in Integrated ELD will undergo professional development centered on the CA ELD Standards, essential aspects of Integrated ELD, the ELA/ELD Framework, and effective methods to help students improve their proficiency in reading, writing, listening, and speaking within the subject matter.
- Courses in Integrated ELD are instructed by teachers who hold the necessary state authorization.

Access to Grade Level Core Curriculum

To enhance language use and content understanding, it is essential for teachers to establish a classroom environment that encourages academic risk taking. Instruction should aim to support both language development and the attainment of standards based content knowledge. The core of teaching involves improving language and literacy. Integrated classrooms consist of English Learners at various levels and abilities, all working towards the common objective of enhancing academic language. Effective language focused classrooms include:

- Explicit teaching of language structures and vocabulary in a way that students can understand.
- Incorporation of listening, speaking, reading, and writing skills.
- Implementation of learning supports such as response frames, word banks, and graphic organizers to help as many students as possible grasp the content. Creation of multiple chances for academic dialogue in each class through structured group roles, precision partnering, and response frames.
- Regular checks for understanding and attentive observation of students during both individual and group activities.

- Analysis of student work through formative assessments.
- Provision of literature that fits within the students' appropriate Lexile levels, accessible in both classroom and school libraries.

Scheduling Guide

In the educational setting, Designated English Language Development (d-ELD) is strategically implemented to enhance language acquisition among English Learners (ELs) through small group instruction. This tailored approach focuses on direct foundational skills and literacy instruction across various grade levels.

TK/K: At the start of the academic year, Instructional Aides and Kinder teachers are trained to craft and implement d-ELD lessons. This training equips them with the necessary skills to effectively manage small groups of EL students, enabling focused learning within these groups while other students engage in independent activities for periods of 15-20 minutes.

1st-5th Grades: d-ELD instruction is primarily administered by designated d-ELD teachers who work closely with Reading Specialists and classroom teachers. This collaborative method ensures that multilingual students are grouped and taught according to their specific language proficiency levels. Instructional sessions vary from 15 to 30 minutes, increasing in duration as students advance through the grades, thereby supporting progressive language development.

6th-8th Grade: For middle school students, d-ELD is integrated as a structured standalone class within their daily schedules, occurring during flex periods at the end of the school day. These classes are treated as core content courses, similar in duration to other core subjects, thereby ensuring that EL students receive consistent and focused language development support aligned with their overall educational needs.

Curriculum Overview and Resources

The curriculum section of our plan delineates a structured educational approach tailored to enhance English proficiency across various grade levels, leveraging specially designed tools and strategies. From the Wonders curriculum's comprehensive resources for K5th grades, through the multisensory techniques of the IMSE Curriculum in TK2nd grades, to the adaptive and integrated StudySync for 6th8th grades, each program is meticulously crafted to meet the unique needs of English Learners while aligning with rigorous academic standards.

Wonders Curriculum for K5th Grades:

The Wonders curriculum provides a robust set of tools specifically designed for English Learners, including:

- A Teacher EL Manual featuring daily lesson plans.
- Visual Vocabulary Cards.
- Online Scaffolded Shared reads which can be printed and include glossaries, sentence frames, word banks, and guided questions.
- Differentiated objectives, questions, and guidance tailored to varied learning levels.
- Quick formative assessments such as exit tickets, primarily observational.

- Writing lessons with differentiated writing frames.
- Digital tools and activities for use during independent work periods.

IMSE Curriculum for TK-2nd Grades:

In the earliest grades, teachers use the Institute of MultiSensory Education (IMSE)'s OrtonGillingham program as part of the IMSE curriculum and pacing guide. This program enables children to deconstruct the sounds and reasons behind the formation of letters and words by engaging multiple senses, enhancing their understanding of the English language's rules. This multisensory approach is particularly effective as it allows educators to tailor their teaching strategies to the individual learning styles of each child. These materials and strategies are specifically adjusted to meet the diverse needs of English Learners, ensuring that instruction is both effective and inclusive.

StudySync for 6th8th Grades:

This curriculum offers extensive resources aligned with middle school needs:

- An online Teacher Manual with flexible, time based lesson plans.
- A variety of lessons that integrate with core class content.
- All d-ELD materials are leveled and available online with printable scaffolds like speaking sentence frames and word banks.
- Each ELD text covers skills aligned with ELD standards for each grade, including vocabulary, pre-reading, close reading, speaking/listening, and grammar/spelling.
- Quick formative assessments similar to those in the Wonders curriculum, emphasizing observational over quantitative data.

Additional Assessments: Beyond these curricular elements, assessment includes NWEA data, unit assessments, and SBAC to comprehensively evaluate student progress and proficiency.

Dually Identified Students: English learners with IEPs

After English Learners (ELs) have been identified using the ELPAC, the school must provide appropriate language services and programs to these students, and also special education services to those who are identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. These services and support must continue until ELs can participate fully in the educational program without the need for additional EL support, including providing EL services up to the highest levels of English proficiency until students are reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:

- Including the most recent ELPAC scores and an appropriate language goal in students' IEPs.
- Include an ELD goal and provide RSP minutes to support this goal
- Providing students with support from a Resource Specialist (RSP) in addition to, rather than replacing, d-ELD instructional support that is tailored to their English proficiency level.

- If students are Newcomers or at the beginning stages of English language acquisition, placing them in a Designated ELD course for Emerging students, potentially with a double block schedule for ELD. These students may or may not be enrolled in ELA courses during their first year at the school but will participate in Integrated ELD instruction in all core content classes.
- If a parent/guardian opts out of placing a student in an ELD course, they must submit an appropriate waiver and have an IEP to document this change in programming.

It is crucial to note that the requirements outlined in a student's IEP take precedence over EL programming. If the IEP specifies instruction in the primary language, no parental exception waiver is needed for such instruction. State and federal laws mandate that ELs with an IEP continue to receive the programs and services tailored to their special needs, including linguistically appropriate goals and objectives. The IEP must specify which services are suitable for ELs based on their specific disabilities and English proficiency levels. Regardless of the prescribed services, ELs must also receive EL instruction. If a student with an IEP is enrolled in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that the instruction effectively aligns with the student's IEP goals.

Request for Removal from English Language Development Program

Parents of English learners have the right to decline or opt their children out of the school's language acquisition program or specific English learner services within that program (20 U.S.C Section 6318[c][A][vii]). However, the school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302) until the student is reclassified, to inform the parent when progress is not made, and to offer programs and services for consideration at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the OptOut Form. However, **all English Learners, even those who opt out of the ELD program, must take the Summative ELPAC annually until reclassified.**

Process for Requesting Removal from the ELD Program:

1. The OptOut Form must be requested by a parent/guardian via email, phone call, or in person. This request can be made at any time and applies only to the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be placed in the students CUME and the EL Coordinator or Designee must retain a digital copy in their records.
4. Upon approval, the student is removed from the Designated ELD class for the remainder of the school year.
5. The student will continue to be identified as an EL until meeting the Value Schools reclassification criteria.
 - The student will continue to take the ELPAC summative exam in the spring, and their progress toward English proficiency will be monitored.

- If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, they should be re-enrolled in a Designated ELD course that year.

It is important to note that this process must be repeated each year. If the student does not reclassify after 2 years of opting out of the program the school team reserve the right to deny the request.

Testing Accommodations

All students deserve an equitable opportunity to demonstrate learning on high stakes assessments. Accommodations and designated supports make these assessments more accessible to English Learners (ELs). In addition to a legal and moral obligation to ensure all students receive the support they need, this also presents a major opportunity to improve student performance. ELs would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- NWEA
- Unit Summative Assessments

On state assessments and NWEA, there is an embedded support called “Text to Speech” that is most suitable for students who have been in the country for less than 6 years. Additional non embedded supports (provided in person at the school, by school personnel) are always encouraged for students who need them. For students with IEPs, these non-embedded supports should be documented in Section K of their IEP. These include:

- Verbally translating test directions
- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small Group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non writing items and math items)

The ELD coordinator/teacher will collaborate with the RSP for additional guidance on these non-embedded testing supports.

Exemptions for the ELPAC domains

In some cases, a student’s disability may prevent them from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate. The ELPAC Administration Student Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. A student is considered as having been assessed in Oral Language if they have been assessed in

either the Speaking or Listening domain. A student is considered as having been assessed in Written Language if they have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an alternate assessment to the ELPAC.

EL Progress Monitoring

Downtown Value School (DVS) regularly monitors and assesses the progress of all English Learners (ELs), including students who have opted out of the EL program, in both English language proficiency and content knowledge throughout the school year. This comprehensive monitoring ensures that ELs are on track to achieve English proficiency and have meaningful access to grade-level core content instruction. The process also identifies academic deficits in a timely manner, allowing for targeted interventions to address these gaps.

Monitoring Process for All ELs

Regular Assessment:

- EL student progress is assessed regularly through multiple measures, including the English Language Proficiency Assessments for California (ELPAC), NWEA assessments, and formative classroom assessments.
- Data is analyzed to identify trends in both language development and academic achievement, enabling targeted instructional adjustments.

Identification of Students Needing Additional Support:

- Students who are not making adequate progress toward English proficiency or who demonstrate gaps in content knowledge are flagged for additional support.
- Teachers collaborate with the reading specialist and school leadership to adjust instructional strategies, provide differentiated instruction, and ensure that ELs receive appropriate interventions.

Ongoing Data Review:

- Monthly data review meetings are held, involving the school principal, reading specialist, and cluster leads, to analyze EL progress. This ongoing review helps to ensure real-time adjustments and timely support.

Specific Monitoring for Long-Term English Learners (LTELs) and At-risk LTELs

Identification and Targeted Support for LTELs:

LTELs are defined as students who have been classified as ELs for six or more years and have not yet achieved English proficiency. These students require specialized attention to address both language development and academic content gaps. The progress of LTELs is closely monitored through their performance on NWEA assessments, ELPAC results, and formative assessments. A deeper analysis of academic performance is conducted to identify trends in both language and content areas (such as ELA, math, science, and social studies).

- Targeted Interventions: Based on the analysis, LTELs are provided with targeted supports such as intensive literacy intervention, small-group instruction, or focused tutoring to accelerate progress.
- Progress Monitoring Meetings: Bi-monthly meetings with the EL Coordinator, classroom teachers, and reading specialists are scheduled to review LTEL progress and modify interventions as necessary.

At-Risk LTEL Monitoring and Support:

At-risk LTELs are identified as students who are in their 4th or 5th year as ELs and are not on track to reclassify within the next two years. These students are flagged for early intervention to prevent them from becoming LTELs.

- Individualized Learning Plans (ILPs): At-risk LTELs are assigned individualized learning plans that focus on both language development and academic performance. The ILP outlines specific goals, instructional strategies, and progress milestones.
- Frequent Progress Checks: At-risk LTELs undergo progress checks every 4-6 weeks, where teachers and specialists review data on their language proficiency and core content performance. This frequent monitoring ensures that any stagnation in progress is quickly addressed.
- Parental Involvement: Parents of at-risk LTELs are engaged in the monitoring process through regular communication. Parent-teacher conferences and workshops are held to provide strategies for supporting language development at home.

Additional Supports for LTELs and At-risk LTELs:

- Extended Learning Opportunities: Both LTELs and at-risk LTELs have access to extended learning opportunities such as after-school programs, summer academies, and tutoring sessions specifically designed to accelerate their progress in English language acquisition.

Summative and Formative Evaluations

- Formative Evaluation: Ongoing formative evaluation takes place throughout the year to monitor the effectiveness of the interventions and supports in place for ELs, LTELs, and at-risk LTELs. Adjustments are made based on real-time data and classroom observations.
- Summative Evaluation: At the end of the academic year, a comprehensive summative evaluation is conducted to assess overall EL progress. This evaluation includes a detailed review of the effectiveness of supports provided to LTELs and at-risk LTELs, and recommendations for further program improvements are developed.

By integrating robust monitoring systems and targeted interventions for LTELs and at-risk LTELs, Downtown Value School ensures that all English Learners receive the support necessary to achieve English proficiency and succeed academically. This process enables DVS to remain responsive to the evolving needs of its students and adjust instructional practices accordingly.

Reclassification of English Learners

Reclassification is the process through which a student's English language proficiency status is changed from English Learner to Reclassified Fluent English Proficient (RFEP) (EC Section 313(f)). The objective is to prepare students for reclassification as swiftly as possible and to continue monitoring their progress for four years following reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Dually Identified Students

English Learners are reclassified to fluent English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (ELPAC)
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Reclassification Measures	Reclassification Criteria
English Proficiency (ELPAC)	The student has demonstrated English Proficiency by achieving the following score on the ELPAC: Overall proficiency level 4
Teacher Evaluation	Once students are recommended for reclassification by the ELD Coordinator, the following criteria must be met for approval: In grades K-2, the teacher's recommendation must indicate that the student is meeting standards; in grades 3-8, the student must be passing English Language Arts with a grade of C or better. If a teacher disagrees with the reclassification recommendation, they must present a preponderance of evidence, such as work samples and test scores, demonstrating that the student is not yet ready to be reclassified. If the evidence supports that the student should not be reclassified, the student retains their English Learner status. General education teachers are responsible for signing off on the Notice of Reclassification of English Language Proficiency if they agree with the classification.
Basic Skills Assessment	The student has demonstrated basic grade level skills in English as evidenced by the adopted, grade level basic skills assessment: <ul style="list-style-type: none"> • Students in grades K-2 must score at or above the 40th percentile on the NWEA English Language Arts benchmark to meet reclassification criteria. • For students in grades 3-8, either a score of approaching grade level of the national norm on the NWEA ELA benchmark (at or

	above the 40th percentile) or an overall score of 3 on the SBAC ELA assessment is also acceptable.
Parent Opinion and Consultation	Once the ELD Coordinator and general education teacher agree on a recommendation to reclassify a student, the ELD Coordinator schedules a meeting with the parents to discuss the implications of the proposed reclassification. If the parents consent, they sign the Notice of Reclassification, which is then filed in the student’s cumulative record along with the performance data supporting the reclassification. If the parents do not consent, a follow up meeting is arranged to review the evidence demonstrating the student's readiness for reclassification.

Steps for Reclassification of Students with IEPs on Alternate Curriculum

For students with Individualized Education Plans (IEPs), the reclassification criteria and process include some specific adjustments to accommodate their unique educational needs. Here are the detailed criteria and process for these students:

Reclassification Criteria for Students with IEPs

1. Assessment of English Language Proficiency:
 - a. Achieve an Overall Alternate Summative ELPAC Performance Level of 3.

2. Teacher Evaluation:
 - a. Elementary (K-5/6): Composite mark of 3 or 4 in English Language Arts.
 - b. Secondary (6-12): Grade of C or better in the grade level ELA/ELD course.

3. Parent Consultation:
 - a. Involve and consult parents during the IEP meeting about reclassification.

4. Performance in Basic Skills
 - a. Score at the basic or benchmark level or above using alternate assessments like the California Alternate Assessments (level 3).

Process for Reclassification

Initial Review:

- The IEP team evaluates the student’s academic and language progress.

Documentation and Parent Consultation:

- Document all team findings and recommendations.
- Conduct a detailed consultation with parents during the IEP meeting.

Decision Making:

- If criteria are met, proceed with recommending reclassification.
- If not met, consider further assessments or IEP adjustments.

Completion of Reclassification:

- Complete and update necessary documentation.
- Notify parents formally and develop a transition plan.

This process ensures that the reclassification of students with IEPs is thorough, considering both their educational needs and accommodations.

Monitoring Reclassified Students

After students are reclassified as Reclassified Fluent English Proficient (RFEP), the school will maintain oversight of their academic progress for four years. Should monitoring indicate that a reclassified English Learner is not making satisfactory academic progress due to ongoing language barriers, the school will offer further assistance. This support may include, but is not limited to, tutoring, accommodations, and supplemental classes such as ELD courses.

EL Program Evaluation Overview

The evaluation of the English Learner (EL) program employs a comprehensive, data-driven approach to assess the effectiveness of instructional practices and operational procedures. This evaluation process is designed to ensure continuous improvement through the systematic collection and analysis of data, both formative and summative, to guide decision-making and enhance student outcomes.

Incorporating Academic Performance Data

- The academic performance of English Learners, as measured by the NWEA assessments, is a critical indicator of student achievement and program effectiveness. A thorough analysis of this data identifies achievement trends, gaps, and growth areas across different grade levels and subgroups, providing a clear picture of EL progress.
- Insights from the NWEA data enable a data-informed approach to program improvement. By identifying specific areas where students may need additional support, the EL program can be tailored to address these needs. Adjustments to instructional strategies, resource allocation, and professional development are made based on these findings, ensuring that ELs receive the targeted interventions they need to succeed academically.

Ongoing Evaluation and Team Collaboration

- **Formative Evaluation (First Semester):** This mid-year evaluation involves a collaborative review of program effectiveness, facilitated by the school principal, reading specialist, cluster leads, and Chief Academic Officer (CAO). The purpose of this evaluation is to assess program implementation and identify early trends in student progress. Data is reviewed to determine the immediate impact of instructional practices and the alignment of resources. Based on this analysis, the team implements real-time adjustments aimed at enhancing student achievement and engagement, ensuring the program remains flexible and responsive.
- **Summative Evaluation (End of Year):** At the conclusion of the academic year, the summative evaluation provides a comprehensive assessment of the EL program's overall

success. The same collaborative team conducts a thorough review of student outcomes, focusing on both achievement data (NWEA) and qualitative feedback from teachers and students. The summative evaluation identifies strengths, areas needing improvement, and program components that require revision or enhancement. This process ensures that necessary adjustments are made for the upcoming year to foster continual program improvement and responsiveness to evolving student needs.

Data-Driven Decision Making and Policy Setting

- **Continuous Data Monitoring:** By continuously monitoring NWEA data and other relevant performance metrics throughout the year, the EL program can stay aligned with its goals and make informed, timely adjustments. Data dashboards and regular reports are shared with the instructional team to maintain a focus on EL progress and achievement.
- **Setting Policies and Practices Based on Evidence:** The evaluation process not only influences day-to-day instructional decisions but also informs broader policy and programmatic decisions. Recommendations derived from both formative and summative evaluations shape curriculum design, instructional practices, professional development, and resource allocation. These evaluations serve as the foundation for setting long-term goals for EL academic achievement and the professional growth of educators working with English Learners.

The English Learner program evaluation process integrates academic data analysis and a structured, collaborative evaluation approach to ensure continuous improvement. By leveraging both formative and summative evaluations, informed by NWEA performance data and team collaboration, the program remains flexible and adaptive to the evolving educational needs of English Learners. This dynamic evaluation framework promotes strategic adjustments, resulting in enhanced student outcomes and sustained program effectiveness.

Gifted and Talented Students and Students Achieving Above Grade Level.

GATE Identification

Parents and teachers can contact the **Student Support Coordinator** directly for all GATE-related requests and matters to ensure prompt and effective support. At the request of the classroom teacher or parents to consider a student for placement in the GATE category, the Student Support Team gathers to review curriculum and assessment issues. While parents may bring in test results from private sources, these are considered a supplement to the overall valuation and may not be used instead of the measures listed below.

GATE Categories

- “High Achievement” – (a) Student scores in the highest achievement band for two consecutive years on both ELA and Math on a standardized state exam (e.g., exceeds standards on SBAC); or (b) Student scores in the 95th percentile or above in core content areas on a nationally normed exam (NWEA MAP assessment).

- “Specific Academic Ability” – Student scores in the highest achievement band for three or more consecutive years on the same single subject on a standardized state exam (e.g., exceeds standards on SBAC).
- “Intellectual Ability” – Student scores above the 95th percentile on an intelligence test administered by a school psychologist. Students must receive a teacher recommendation for two consecutive years to be considered for assessment.
- “Highly Gifted” – Student scores above the 99.5th percentile on an intelligence test administered by a school psychologist.
- “Creative Ability” (Grade 4 and above) – Students must receive a teacher recommendation for two consecutive years to be considered for a portfolio review.
- “Leadership Ability” – (Grade 4 and above) – Students must receive a teacher recommendation for two consecutive years to be considered for a portfolio review.

Parents are notified by letter or at a Student Support Team meeting if their child meets any of the criteria listed above.

Meeting the needs of gifted or advanced learners

Classroom teachers are expected to provide differentiated learning activities for all students within the regular school day. Both the ELA and Math curricular programs at Downtown Value School contain expansion and enrichment guidebooks so that teachers can provide advanced students with additional opportunities to use higher level thinking skills and apply their knowledge. Downtown Value School also provides enrichment opportunities available to all students through self-selection. For example, DVS has several after-school clubs and activities such as music, theater, art, and ecology where students can pursue personal interests and passions. Downtown Value School encourages qualifying students to participate in programs through Johns Hopkins Center for Talented Youth (“CTY”).

Progress Monitoring

Downtown Value School monitors the progress of all students using the NWEA MAP assessment program. Reports are generated that rank students by percentile rankings in relation to national norms. GATE students and other students scoring above the 90th percentile are tracked and recommended for additional testing if they continue to achieve these results over time. This data is cross referenced with curriculum-based assessments as well as annual state assessments.

Students Achieving Below Grade Level. Downtown Value School strives to ensure that every child learns to the best of his or her ability. DVS uses a Multi-tiered System of Support model to ensure that each child makes sufficient progress in mastering the grade level standards. Students who make grade level progress and more as measured on general outcome measurements within the expected time frame are considered in Tier IA. Generally, approximately 75%-80% of the students in each class fall into Tier IA. These students are provided grade level and advanced curriculum, usually in a whole group setting.

Students who have demonstrated that they can make near grade level progress with some extra help in small, skill based groups are placed in Tier IB. In addition to the whole class instruction, these students receive pre-teaching, re-teaching, and sometimes English language support in small groups on a regular basis from the classroom teacher (grades 2-8) or classroom aide (TK/K and 1). Student progress is monitored frequently, with data used to group students according to need. These groups are fluid throughout the year, with students moving in and out according to results of program assessments.

Students with more significant skill challenges as identified on general outcome assessments like the SBAC or equivalent, or on benchmark assessments, are considered in Tier II. In addition to whole group instruction and small group re-teaching, these students receive additional support from a teacher, and/or extra time on a research-based reading skills program. The teacher meets with small groups to work on many skills including but not limited to decoding and word study, fluency, and comprehension. The teacher tracks student progress using weekly and monthly assessments.

Tier II students are also referred to the Student Success Team (“SST”) program for further analysis of factors that may be contributing to their slower progress. A meeting is held with the teacher, parent, SST coordinator, and any other staff member involved with the student’s progress to determine how best to assist the student. The group decides on a Plan of Action, a timeframe, and a date to reconvene to review progress.

When students still show insufficient progress with these strategies, increased supports are provided and a recommendation may be made to conduct further psychological assessments to check for an underlying disability.

As assessment data are collected and analyzed, there is ongoing dialogue with teachers, parents, administration, and coaches at the Charter School regarding a student’s progress. The learning needs of students who are not appearing to make adequate progress in an area are identified by checking performance on a variety of assessment instruments against the learning standards. Appropriate interventions are discussed and implemented in the classroom as needed. Below are possible actions taken to address the needs of students not appearing to make adequate progress in mastering the grade level skills and knowledge:

- After determining levels of achievement, teachers may place students in small homogeneous groups for part of the day to meet the specific needs of the low achieving students. Instructional coaches and school administrators help teachers to find appropriate resources for these students, and to track their progress closely.
- Academic intervention is provided in small groups by teachers 2-3 times per week.
- Although the Charter School does not have a formal after-school tutoring program, teachers may stay after school to work with students who are performing below grade level.
- Peer tutoring, which often benefits the tutor as well as the “tutee”, is offered in many of the classes.

- Parents are also provided with names of free or reasonably priced tutoring agencies, such as Salvation Army, which can provide after-school academic assistance. Students who need extra help often sit close to the front of the classroom and may be provided with printed notes or additional study aids. Computers in the classroom are used to deliver instruction, practice exercises, or skill building activities to individuals who need special assistance to develop their skills.
- Listening centers, writing centers, math manipulatives, and high interest independent-level reading materials are available for struggling learners.

For students who are below grade level and not making expected progress, the principal/vice principal or designee organizes a Student Success Team. Such teams include all the teachers who provide direct instruction to the student, the principal/vice principal or designated SST lead, and a person identified by the principal as an expert in instructional strategies for exceptional students. Parents are invited to participate on the team, as well as the student, if in sixth grade or above. The Student Success Team sets goals and prepares an initial plan of action. The team meets quarterly to monitor progress towards the goals and revises the plan as necessary. If the student does not demonstrate satisfactory progress, the team suggests additional interventions, which may include referral for specialized assessment.

Socioeconomically Disadvantaged / Low Income Students.

The majority of students at Downtown Value School come from underserved communities. Approximately 95% of the students at Downtown Value School qualify for free or reduced-price meals. Because the vast majority of its population is considered low-income, Downtown Value School places an emphasis on connecting its students with experiences, opportunities, and resources that they may not typically have access to at home. Downtown Value School has an after school program on-site that runs until 6pm to provide childcare, homework help, and extracurricular activities. An on-site Parent Center hosts several workshops each month and connects parents with free or reduced cost community resources that provide access to nutrition, health care, counseling services, and more. Teachers enrich the educational experience through field trips, cultural presentations, sports, and clubs. Additionally, the Charter School places an emphasis on developing soft skills such as communication, courtesy, integrity, teamwork, leadership, and professionalism that will help students succeed in college, the workforce, and beyond. Downtown Value School will monitor the progress of low income student group through a team led by the **Director of Instruction, Title I Coordinator, and Homeless and Foster Liaison**. This team will use core curriculum assessments and **NWEA assessments** to track academic progress and regularly review attendance, participation, and engagement data. Services funded by **Title I and LCFF supplemental and concentration funds** include basic needs assistance, such as access to food and transportation, and enrichment opportunities like extracurricular programs. Monthly evaluations will ensure targeted support and adjustments as needed to ensure student success.

Through individual and group meetings such as “coffee with the principal,” official parent-teacher organizations, parent-teacher conferences, and other communications, parents are

encouraged to interact with their child’s teacher and school administrators to further their child’s educational goals and opportunities.

Students with Disabilities.

Please see Federal, State and District Required Language at the beginning of Element 1.

Students in Other Student Groups.

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

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

To meet the particular needs of homeless and foster youth, Downtown Value partners with local support agencies. For example, it maintains a strong relationship with Magnolia Place, part of the Children’s Bureau of Southern California, which specializes in providing services for foster youth and foster parents.

When a Downtown Value student is identified as a foster youth, the principal assigns him or her to the Foster Liaison, who works with the student’s classroom teacher to monitor the student’s academic and social progress. The teacher checks in with the student daily, allowing for regular monitoring of social and behavioral issues. The Foster Liaison meets with the student frequently, often including the teacher, to gather data and develop plans for any additional support the student may need.

“A Typical Day”

At Downtown Value School, the educational model for grades TK through 2nd emphasizes a self-contained classroom structure, where students remain with one teacher throughout the day, supporting a cohesive and nurturing learning environment. From 3rd through 6th grade, the approach shifts to a two-teacher model per grade, enhancing the educational experience by offering more specialized instruction in key subject areas. This setup allows for a more personalized and comprehensive approach to learning in these middle elementary grades.

In the 7th and 8th grades, the educational structure expands, with students experiencing a departmentalized approach. They navigate through their day attending classes with four core teachers, covering Mathematics, English Language Arts, Social Studies, Science, and also

participate in Physical Education and Music. This model for the older students ensures a rich and diverse educational experience, providing specialized instruction across each major subject area, thus preparing them for future academic endeavors.

Additionally, to support our diverse learner population, students who are English learners receive push-in support from specialized educators in grades TK through 6, ensuring they are integrated into the classroom environment while receiving the targeted assistance they need. In middle school, these students benefit from a designated English Language Development class tailored to their linguistic needs. For students with Individualized Education Programs, the school offers both push-in and pull-out support based on their specific requirements, with a dedicated lab space available to support these personalized learning strategies.

The school day begins in a communal spirit, as students gather in the yard each morning at 7:55 AM for the Pledge of Allegiance and a recitation of the school's values, coupled with any special announcements. This ritual transitions smoothly into academic instruction starting at 8:00 AM, with a curriculum that spans English Language Arts, Mathematics, Social Studies, Science, Physical Education, and Art. This structure not only promotes a cohesive start to the day but also sets the stage for a day filled with varied and enriching educational experiences.

A typical day for a student at Downtown Value School. A typical day for a student at Downtown Value School, reflecting the updated classroom structure, would unfold as follows:

Morning Routine

7:55 AM: The day begins with all students gathering in the school yard for the Pledge of Allegiance, recitation of the school's values, and any special announcements. This communal start fosters a sense of unity and sets a positive tone for the day.

Academic Instruction

8:00 AM: Students then transition to their classrooms for a day filled with diverse academic lessons, including English Language Arts, Mathematics, Social Studies, Science, Physical Education, and Art. The subjects taught each day offer a balanced and enriching educational experience.

Specialized Instruction and Classroom Structure

TK-2nd Grade: Students in these grades are in self-contained classes, where they remain with a single teacher throughout the day, creating a stable and nurturing learning environment.

3rd-5th Grade: Students experience a shift in structure, having two teachers that specialize in different subjects, allowing for more focused instruction in core academic areas.

Support for Diverse Learning Needs

English learners across all grades receive appropriate support, with TK-6th grade students benefiting from push-in assistance within their classrooms. Middle school students have specialized ELD classes.

Students with IEPs receive tailored support, either through push-in services within the general education classroom or pull-out services in a dedicated lab, depending on their individual needs.

Physical Education and Arts

Physical education sessions may take place in the schoolyard or at nearby parks, emphasizing health, teamwork, and physical skills. Art and music classes enrich the curriculum, offering creative outlets for students to explore their artistic talents.

Engagement, Respect and Emotional Well-Being

Throughout the day, a strong focus is placed on fostering an environment of mutual respect, active participation in the learning process, and personal responsibility for one's own growth. The school prioritizes a supportive atmosphere which includes personalized counseling services where the diverse ideas and backgrounds of all students are cherished, emphasizing that education at Downtown Value School is a collaborative and inclusive journey. Integral to this approach is the continuous provision of social-emotional learning support, ensuring that students not only excel academically but also develop the emotional and interpersonal skills necessary for lifelong success.

Celebrating Achievements

The accomplishments of students are showcased throughout the school, with classrooms and hallways adorned with student work, highlighting the diverse achievements and fostering a culture of celebration and pride in learning.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

The information and LCFF tables set forth in Element 1 are incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The information and LCFF tables set forth in Element 1 are incorporated herein by reference.

Measurable Pupil Outcomes: Formative Assessment Performance Targets

Internal Assessments of Academic Progress

Teachers at Downtown Value School use a variety of strategies to assess student progress. Formative assessments include pre- and post-tests in published curricular programs, daily question and answer sessions, teacher-prepared quizzes, “running records” to track reading fluency, and online progress tracking with programs such as Lexia and Mathletics.

Three times a year the teachers administer benchmark assessments. All Value Schools campuses use the nationally normed NWEA MAP Assessments to drive instruction via verified data. The NWEA exam allows teachers to see the growth of all students relative to national norms. Results provide teachers and other educational partners with valuable and verified data on how students are progressing and growing in acquiring skills needed in math, ELA and science. This helps teachers tailor each student’s learning to their individual needs. During small group time the teachers will group students with similar challenge areas together to help them work toward mastery.

In addition to these Value Schools-wide benchmarks, students in grades 3-8 use the interim assessments provided by CAASPP to determine how prepared students are for the year-end state exams. These exams test students on CCSS at their grade level. Along with computer-based standardized assessments, students demonstrate mastery of knowledge and skills through presentations, projects, speeches, demonstrations, and written assignments.

Other Assessment Instruments

Downtown Value School uses surveys to measure parent engagement and support of the five core values. In one or more surveys conducted early in the calendar year as part of the LCAP revision process, parents rate their satisfaction with DVS programs and environment. They also provide feedback and suggestions for improvement. Although the survey is highly encouraged, it is optional and anonymous.

Students also participate in a school climate survey that is adapted to obtain student perceptions of the climate at DVS. These surveys are administered and analyzed annually, and reports from the data are prepared for the Board of Directors and the Downtown Value community. The board’s Academic Performance and Accountability Committee uses the survey results as an indicator of where additional attention and resources may be required, and requests explanations and further investigation by the principal if required.

Downtown Value School uses Power School to maintain data collected; this includes attendance and tardy records, suspension and expulsions and online access to grades.

State Testing Program

Downtown Value School participates in all testing programs required of Charter Schools by the state of California. The results of these tests are published by the California Department of Education and available through CDE’s DataQuest portal and the CAASPP and Dashboard websites. Downtown Value School compiles its achievement data with data from neighboring

schools and disseminates that information to the school community. The Value Schools Board of Directors, through its Academic Performance and Accountability Committee, is also provided with analyses of the state test results to facilitate its monitoring of DVS's academic performance.

Data Analysis and Reporting

Downtown Value School uses a variety of tools to gather and analyze data on student performance. In August of each year, teachers review the most recent state assessment results to analyze strengths, areas of growth, trends, and anomalies according to subject, strand, standard, student, grade, and school. All teachers have access to their students' information and are provided the time and structure to analyze student scores, check for trends, and begin to set goals for the coming school year.

By mid-September, teachers have administered and analyzed their first program pre-assessments for the Language Arts and Mathematics curricula. They also administer their first verified assessment for Reading, Science and Math, which rounds out the picture of the performance levels for each student in their classes. Teachers then look for trends, corroborative data, and inconsistencies.

When they begin small groups in the fall, the teachers have a clear idea of which students need extra assistance in accessing various parts of the curriculum. They make plans in their daily schedules for targeted small-group instruction with these students. The teachers keep a record with annual, benchmark, formative assessment and program assessment information, along with ongoing notes on students who have been identified as "at risk" of not making grade level progress. As new assessment data are received throughout the year, they are added to this record, and student progress can be tracked by the teacher, administration, and all support providers. As teachers work with students in small groups, progress toward mastery of standards is recorded and proper intervention and support are provided to students.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy. Grading practices vary by grade level. Kindergarten through eighth grade classes use a standards-based reporting system with the following proficiency levels:

1. Not proficient: Insufficient progress toward meeting grade level standards
2. Partially proficient: Below grade level in meeting standards, making progress
3. Proficient: Meets grade level standards
4. Advanced: Exceeds grade level standards

In grades 3-8, the following grading system is used:

F	59%	Insufficient progress toward meeting grade level standards
D	60-69%	Below grade level standards/making progress
C	70-79%	Meets grade level standards
B	80-89%	Often exceeds grade level standards
A	90-100%	Consistently exceeds grade level standards with quality

Progress Reporting. As partners in the education process, students and parents have access to individual performance data. Students are kept apprised of their progress on reaching benchmark standards, and help set developmentally appropriate short-term and long-term goals with their teachers.

Teachers prepare formal report cards three times per year. Two are delivered and discussed at parent-teacher conferences after each of the first two trimesters; a final one is picked up by or mailed to parents at the end of the year. Teachers report on student behaviors using age- and grade-appropriate definitions of concepts such as acceptance of responsibility; respect for self, others, and property; self-control; use of time; ability to work with others; observance of safety rules; completion of class work and completion of homework. Student behavior is rated as outstanding, good, satisfactory or unsatisfactory. In addition to formal report cards, parents receive progress reports twice per trimester. Information about student performance, aggregated at grade and schoolwide levels, and by sub-group, is shared with educational partners to inform curricular and instructional decisions, to keep the parent community informed about achievement results, and to ensure the Value Schools Board has full awareness of the Charter School's performance.

Promotion Policy. Downtown Value School makes every effort to ensure that all students are promoted each year by implementing the following practices:

1. The curriculum, daily instructional activities, materials, textbooks, and assessments used to deliver instruction are aligned to support progress for all students toward the achievement of the common core standards.
2. At the beginning of the year at open house and at back-to-school night, teachers inform students and parents of the grading policy and procedures, including the common core standards to be met for each grade level and the appeal process.
3. Teachers evaluate students on the degree to which they are progressing toward grade level standards for language arts, the ELD frameworks, science, and math. (See grading policy.)
4. Extra support is provided to students belonging to the following subgroups: English Learners, students with an Individualized Education Plan, low-scoring students having academic and/or behavioral issues.
5. Attendance, work habits, and cooperation are not used as part of the grade and are instead demonstrated in the citizenship marks.
6. Scores and grades are marked for all students who have been enrolled and who attended DVS for 15 or more days during the regular reporting period. Anything less than 15 days will be marked under the teacher's comments as "insufficient assignments and/or attendance to determine performance."
7. Teachers inform parents regarding exceptional student performance and a struggling student's improvement.
8. Specific intervention is offered and implemented before issuing a score of 1 and before issuing a recommendation for retention.

9. Downtown Value School issues the report card to parents three times during the school year for grades K-8.
10. Parent input and student input is gathered at Parent Conferences twice per year.

Retention Policy. Students who do not perform at grade level receive prompt, differentiated, and increasingly intensive intervention as necessary to bring them to grade level, using a Multi-tiered System of Support model. In some instances, several factors indicate that a student who is not performing at grade level despite such intervention would benefit from an additional year in that grade. The goal is to bring that student up to grade level by enhancing the opportunity for academic, social and/or emotional success by repeating instruction and affording more time to master knowledge, skills and abilities.

When a student has not demonstrated grade-level proficiency in the core content areas, and has failed to meet the criteria for conditional promotion, retention is considered. Parents will be notified as soon as retention is being considered and no later than the end of the second trimester. Upon consultation with the teacher, parents and, if appropriate, other staff, the principal recommends retention or promotion. The final decision rests with the parents.

Retention Procedures

Consistent with its MTSS approach, DVS makes every effort to identify and remediate problems throughout the year to prevent the need for students to repeat a grade. That approach is described in Element 1 and includes many forms of intervention including voluntary afterschool tutoring. Retention is only considered if it is believed that having an extra year in grade will bring the student's achievement up to grade level.

This procedure is not to be used with a special education student currently on an active IEP.

1. A parent/guardian who believes his or her child would benefit from repeating a grade level may submit a request for grade retention to the principal.
2. A teacher who notes, from performance data such as test scores and work product, as well as classroom observation, that a student's academic performance is well below that of his or her grade-level peers, may submit a request for grade retention to the principal.
3. The SST may be contacted by the principal for the Grade Retention Teacher and Parent Information forms and to discuss the process and evidence.
4. Principal routes the Grade Retention Teacher and Parent Information forms with a date by which to have the completed forms returned to the principal.
5. Teacher completes the Grade Retention Teacher Information form.
6. Parents/guardians complete the Grade Retention Parent Information form.
7. Further data gathering, as deemed necessary, is completed for a developmental student profile. Examples include end-of-unit or end-of-year tests, running records, grades, etc.
8. Once the data are gathered, a retention team meeting is held and recommendations made.
9. A final retention team meeting is held with parents, at which the recommendation is communicated and alternatives discussed. If parents object to the retention/promotion

recommendation, the team explains the anticipated effect of the parents' choice on the student's likely progress and obtains written acknowledgment of the parents' understanding and decision. If appropriate, a Grade Retention Form is completed no later than the first week of June.

10. Future teacher is informed of the plan of action.
11. If the student is retained at grade level, the principal notifies the student data system coordinator and secretary to make the appropriate grade adjustment to the student database system.
12. Place following documentation in student cumulative folder:
 - a. Grade Retention Teacher and Parent Information forms
 - b. Grade Retention Recommendation
 - c. Grade Retention Resolution
 - d. Review Staffing form

Retention Appeal Policy

As the final decision on retention or promotion rests with the parents, with the collaboration of the school team, Downtown Value has no formal appeal policy for retention decisions.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

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

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

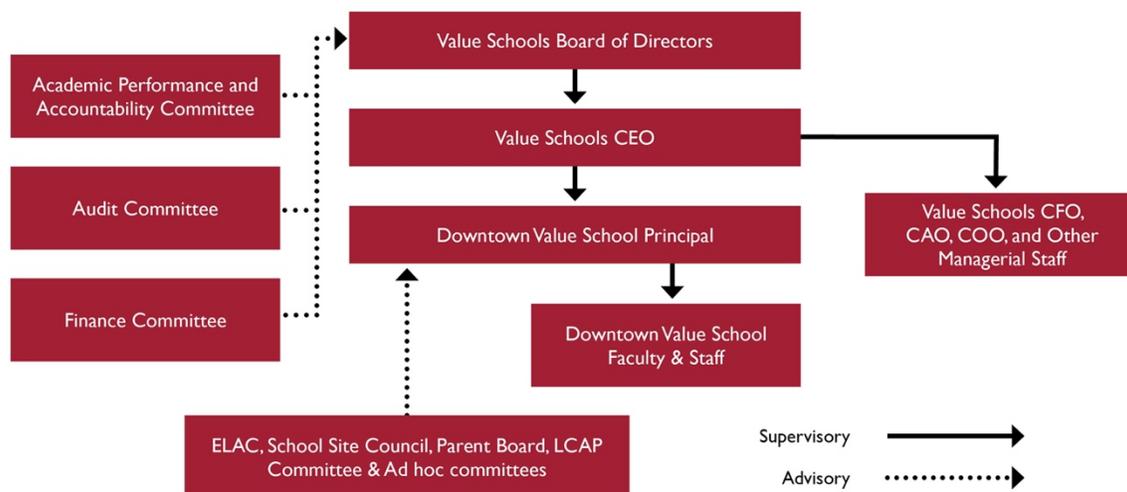
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

Governance Structure



DOWNTOWN Value School
A free, public, charter school serving Transitional Kindergarten through 8th Grade

Organizational Chart



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

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

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

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

Value Schools separately accounts for all funds, public and private, that are given to Downtown Value School, and uses such funds solely for the operation of Downtown Value. Value Schools

enters into all contracts, leases and other legal agreements that may be necessary to operate Downtown Value.

Value Schools provides financial and accounting services, legal representation, public relations and general oversight of school operations for Downtown Value. In return for the services provided, a percentage of the public funds given to operate Downtown Value is transferred to Value Schools for its general operations. Value Schools sets that percentage for each school it operates according to the anticipated cost of services provided and financial position of that school. Nine percent per year is currently set as the appropriate target when a Charter School attains full enrollment; newer schools historically have been assessed a lower amount until they reached full enrollment. Value Schools reserves the right to adjust the fees as necessary to cover the services provided.

Governing Board Composition and Member Selection

Membership and General Responsibilities. The Value Schools Board of Directors oversees Downtown Value School operated by Value Schools, the nonprofit public benefit corporation that operates Downtown Value School. The Value Schools bylaws provide that the board is to have at least five and no more than seven members. The board is self-perpetuating, per our Governing Board Bylaws each Director is elected for an unlimited number of annual terms expiring on the second June 30th occurring after the date of the commencement of the Director's term of office, unless the board determines that to provide the continuity of staggered terms, a Director may be elected for a term expiring on the first June 30th occurring after the date of the commencement of the Director's term of office. There is not a limitation on the number of terms that a Director may serve.

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

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

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

1. the selection, hiring, compensation, supervision, evaluation, and termination of the Chief Executive Officer (“CEO”) and, through the CEO, all Downtown Value employees;
2. the governance and operation of Downtown Value in compliance with applicable law and policy, and with the Charter, as these may be amended from time to time; and
3. Downtown Value’s financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Downtown Value and its students.

Value Schools Major Executive Positions

Chief Executive Officer

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

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

Chief Financial Officer

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

Chief Academic Officer

The Chief Academic Officer (“CAO”) serves as a key leader and mentor for Value Schools principals and team, focusing on academic programming, curriculum, instruction, and assessments while promoting equity. The CAO strategically leads professional development, identifying needs and designing comprehensive plans backed by data and classroom observations. The CAO also connects with diverse stakeholders and contributes to the

organization's strategic vision, fostering partnerships and ensuring the success of Value Schools. The CAO reports to and is evaluated by the CEO.

Chief Operating Officer

The Chief Operating Officer (“COO”) leads the planning and development of the organization’s operational objectives and initiatives while ensuring that all schools comply with district, state, and federal programs and regulations. These include but not limited to compliance on certification, facilities, technology, student information, enrollment, attendance, and safety. In addition to the COO taking the lead in meeting the district, state, and federal compliance requirements for each of the Value Schools sites, the CEO with the COO co-create strategies and oversee their implementation to achieve short- and long-term operational goals.

The COO reports to and is evaluated by the CEO.

Executive Vice President of Strategic Partnerships

The Executive Vice President of Strategic Partnerships, in collaboration with the CFO on financial management, develops and leads the vision, strategic planning, fundraising, and grantmaking operations that support the overall objectives for Value Schools, and sets the overall goals for fundraising campaigns and program initiatives. Serves as an active representative of Value Schools to the public and educational partners to communicate its mission, values, and accomplishments. Supports in promoting a positive brand elevating awareness of Value Schools through marketing, collaboration, communications and additional supports. Maintains positive relationships with Value Schools educational partners, including the board of directors, grantees, community leaders, etc. While the board approves the budget, and staff oversee the implementation, the Executive Vice President of Strategic Partnerships supports the budget, provides recommendations to distribute fundraising funds, and strategizes fundraising opportunities to ensure the financial sustainability required to fulfill Value School’s mission and goals. Responsible for formalizing an effective process to create support: including grant writing, volunteer services, and programs to benefit all four Value Schools in serving students and meeting the Value Schools mission.

Governance Procedures and Operations

The Value Schools Board of Directors conducts its work through open, public Board meetings and with the advice of three standing committees (the Audit Committee, Academic Performance and Accountability Committee, Finance Committee), all of which operate under Brown Act and Education Code Section 47604.1(c) requirements. Committees meet within the boundaries of the Los Angeles County, typically at the Value Schools home office (currently 680 Wilshire Place in Los Angeles). Committees set their own meeting dates, usually one to two weeks before meetings of the full board, but may meet more frequently as circumstances and projects require. The board may also be informed by advice and analyses produced by ad hoc committees or by task forces that the CEO forms from time to time. For all committees, membership is determined by a majority vote of directors then in office, subject to any membership constraints in the Value Schools bylaws.

Audit Committee

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

Academic Performance and Accountability Committee

The Academic Performance and Accountability Committee works with the CEO and CAO and four governing board members to monitor academic performance at Downtown Value School, considering what performance elements should be measured, how they should be measured, the timing of measurement, and how results should be reported. For each meeting, the committee is provided with dashboard and local control metrics assessing progress toward schoolwide and subgroup goals included in Downtown Value's Local Control and Accountability Plan, as well as any other significant internal metrics. The committee also examines broader issues of educational importance and how Value Schools can increase academic achievement. Committee membership is determined by a majority vote of directors then in office, and typically includes board members. The committee regularly reports its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure a successful educational program.

Finance Committee

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

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

Consistent with Brown Act requirements, written notice of meeting dates and locations is provided, posted both on the Downtown Value School's website and at Downtown Value School in a prominent place as close to its main entrance as is practically possible. At least 72

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

Quorum. A quorum of the board for the transaction of business shall be the greater of a majority of the directors then in office and one-fifth of the authorized directors, but not less than two. The board follows decision-making procedures as outlined in the bylaws. Actions are taken through majority voting during meetings, with a quorum present. Board members may abstain from voting due to conflicts of interest, and abstentions are recorded in the minutes. All decisions comply with the specific voting requirements established in the bylaws.

Teleconferencing. For each meeting of the Value Schools Board of Directors, Value Schools shall establish a two-way teleconference location at the school site of each of the Charter Schools it operates, in compliance with the requirements of Education Code Section 47604.1(c)(3). Value Schools shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the board. When one or more Board members participate in a meeting through teleconference, each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location. During the board meeting, at least a quorum of the members of the board shall participate in the meeting from locations within the boundaries of LA County. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

Records. The corporate secretary maintains copies of the board's agendas and meeting minutes. Meeting minutes record all board votes, including abstentions, whether voting occurred at an in-person meeting or by teleconference. These materials are available on request by e-mail or at the Downtown Value main office, and are posted on the Value Schools website.

Downtown Value School Staff and Organization

Principal

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

Faculty & Staff

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

School Site Council

A School Site Council (SSC) is a group of teachers, parents, students, and school staff who work together to develop, review, and evaluate school improvement programs and school budgets. Downtown Value School's school site council (SSC) meets at the beginning of each school year in accordance with Education Code Section 65000. The SSC is composed of a minimum of 10 members:

- Five school staff members: one principal, three classroom teachers, and one other school personnel.
- Five parents, students, and/or community members: minimum of 1 student required

Nominations and elections are held annually during the last trimester of the current year for the following year. Aside from the principal or their designee, members of the SSC are selected by their peers. The principal serves as the SSC chair. Meetings require a quorum of 6 members with a majority vote of members present and voting required to approve any proposal. School Site Council Members are trained on roles and responsibilities, Brown Act and Greene Act requirements during the first trimester. The School Site Council meets as often as it needs to meet the following responsibilities:

- Assessing School Needs: Identifying areas of need based on student performance data and other indicators.
- Developing the Local Control Accountability Plan: Creating and Reviewing the Local Control Accountability Plan (LCAP) which also includes the School Plan for Student Achievement (SPSA) that outlines strategies to improve student outcomes.
- Budget Management: Allocating funds and resources to support the goals and strategies in the LCAP/SPSA.
- Monitoring Progress: Reviewing and evaluating the effectiveness of the implemented strategies and making necessary adjustments.
- Engaging the Community: Ensuring meaningful involvement of parents, students, and staff in the school's decision-making processes for multiple programs including Title I, Parent Involvement and Parent Compact policies, the DVS Comprehensive School Safety Plan required by state law.

Communication of nominations, elections, meetings are distributed via Parent Square communication portal and at various faculty and parent meetings. Information from SSC meetings are communicated to the Value Schools Board of Directors by the principal or designee.

English Learner Advisory Committee ("ELAC")

This committee works with school leadership to ensure English Learners receive the services necessary to become proficient in English and prepared for high school coursework. The ELAC helps to assess needs, set program goals and objectives, develop a master plan for English Learners at Downtown Value, It also makes all parents aware of the importance of regular school attendance. The committee consults with the principal to ensure all members receive appropriate training and materials to carry out their legally required advisory responsibilities.

ELAC membership includes school administrators, teachers, and parents. Parents of English Learners make up at least the same percentage of the ELAC membership as English Learners do of the school's total student population.

Stakeholder Involvement

Parent and stakeholder involvement is key to supporting student learning and achievement. Research suggests that parental involvement has a positive influence on student academic achievement and school engagement. As such, it is critical that schools provide the space and opportunity for meaningful stakeholder involvement and participation. At the federal level, tools and guidance have been developed for school leaders to use as they work with families and communities to plan, implement, and evaluate family engagement practices that directly impact student achievement. This guidance comes together in *The Family Engagement Framework*.

The Framework places a renewed emphasis on families and educators working together as partners to improve individual student and schoolwide outcomes. The principles of the framework describe expectations, or standards, for schools to engage family and other stakeholders in supporting children's education. National educational policies emphasize the importance of establishing programs to involve stakeholders, and practices to empower and engage them in the educational process. Equal representation in committees and organization activities must be promoted in order to achieve desired student and schoolwide outcomes.

At Downtown Value School we continue to improve comprehensive engagement programs that create open communication and strong collaboration among schools, families, teachers, and headquarters to increase student achievement. A common understanding of the guiding principles, goals, and strategies for family and stakeholder engagement will support effective communication and collaboration.

Downtown Value School offers Parent Center trainings for families to learn about school culture, expectations, and how to support students by promoting parent education. We also have workshops (individual and series) that link families with community programs and Local Educational Agencies (LEAs). The purpose of these workshops is to identify services that promote the wellbeing of the family, provide security and mental wellness to all family members, and create an environment that promotes learning.

We invite all families and stakeholders to be part of this collaboration. As such, DVS encourages input and feedback from families and stakeholders. We want our *learning community* to be a *learning family*, The Downtown Value Family. What we need as a community our children need as individuals, and this work is made better through parent and stakeholder participation.

Downtown Value School provides numerous opportunities for stakeholders to engage the school community. DVS maintains a portion of its website dedicated to events that parents and stakeholders may attend and/or participate. DVS has a dedicated Parent Coordinator. The Board of Directors has an approved Title I Parent Involvement Policy available on the school website. Additionally, the DVS school site council, described above, provides dedicated time

and space for direct involvement by stakeholders in schoolwide decision making. Additionally, feedback from parents and stakeholders is collected during regularly scheduled parent meetings and surveys. The Board of Directors monitors the performance on LCAP goals and provides feedback on goals and budget during meetings. The DVS LCAP is available on the website, allowing stakeholders to easily access information about the school's performance and spending. Parents will find essential information on the school's website, including LCAP, policies, complaint procedures, board agendas, Title IX, performance reports, and updates on services like mental health and meals.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the Charter School.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

Downtown Value School currently has or expects to have the following positions for the next charter term:

Certificated	Classified
Principal	Operations Manager
Director of Instruction	Instructional Aide (may be certificated)
Teacher - Multi-Subject	Parent Coordinator
Teacher - Single Subject	ELOP Coordinator
Reading Specialist and Coach	Interventionist
Counselor	Behavior intervention Implementation

	Specialist (may be certificated)
	Support Staff
	Network Office Support

CERTIFICATED POSITIONS

Principal

Instructional, Visionary, and Talent Leadership. As a Principal, the successful candidate will be responsible for providing visionary leadership and strategic direction to the school community. They will be expected to cultivate a culture of high expectations for both staff and students, and to promote a strong focus on academic achievement and character development

The Principal will need to have a keen eye for talent and be skilled in recruiting, retaining, and developing high-performing teachers and staff. Additionally, they should possess a deep understanding of effective instructional practices, and be able to guide teachers in implementing innovative and engaging approaches to teaching and learning.

Finally, the Principal should have a clear vision for the school's future and be able to inspire and motivate others to work towards achieving this vision. The successful candidate will be a dynamic, collaborative, and innovative leader with a track record of success in improving student outcomes.

Positive School and Community Culture. As a Principal, the successful candidate will be responsible for creating and maintaining a positive school and community culture that is aligned to the Values of the school community. They will be expected to develop and implement strategies that foster a welcoming and inclusive environment for all students, staff, and families.

The Principal will need to have strong interpersonal skills and the ability to build positive relationships with stakeholders, including parents, community members, and local organizations. They should be skilled in conflict resolution and able to address issues that may arise in a constructive and proactive manner.

Additionally, the Principal should have a deep understanding of the social-emotional needs of students and be able to provide support and resources to address these needs. They should also be able to create opportunities for student leadership and engagement, and to promote a culture of respect, empathy, and responsibility.

Finally, the Principal should be committed to promoting equity and cultural responsiveness, and to fostering a sense of belonging for all members of the school community. The successful candidate will be a collaborative and compassionate leader with a track record of success in building positive school and community cultures.

Building and Managing Effective School Systems and Teams. As a Principal, the successful candidate will be responsible for building and managing effective systems and teams that support the school's goals and objectives. They will be expected to develop and implement policies and procedures that ensure the efficient operation of the school, including systems for budgeting, scheduling, and resource allocation.

The Principal will need to have a strong understanding of data analysis and be able to use data to inform decision-making and drive continuous improvement. They should also be skilled in project management and able to oversee the implementation of major initiatives and programs while ensuring the collaboration of teams.

Additionally, the Principal should have a deep understanding of compliance requirements and regulations related to school operations, and be able to ensure that the school is in compliance with all applicable laws and regulations. Finally, the Principal should be able to establish partnerships with community organizations and other schools to build a strong network of support for the school. The successful candidate will be a strategic thinker and collaborative leader with a track record of success in building and managing effective systems and teams that support the school's mission and vision.

Ideal Candidates will have:

- A belief in and alignment with the values of Value School
- Expertise in building a positive and collaborative adult culture;
- Instructional expertise, including knowledge of Common Core-aligned instruction, student-centered classrooms, differentiated instruction and supporting diverse learners in an urban setting
- Strong interpersonal skills and ability to build and cultivate relationships with students and adults;
- Is committed to self-reflection and a growth mindset while demonstrating humility and kindness in all interactions
- Excellent communication skills, both verbal and written;
- Ability to develop and implement organizational systems and strategies

Minimum Qualifications:

1. Evidence of agreement with the five core values of Value Schools.
2. Bachelor's degree or higher/Master's Degree preferred
3. Minimum of 3-5 years of teaching experience with a valid Teaching Credential
4. Minimum of 3-5 years' experience in a school leadership position as a school administrator, preferably an Assistant Principal
5. Administration Credential or 1-3 years of training in a valid and approved leadership program

Director of Instruction

Curriculum and Instruction.

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission, the values and instructional vision.
- Shares responsibility for the improvement of instruction within the school, and understands basic instructional models and coaching supports.
- Understands and supports effective curriculum implementation to ensure that instructional programs and courses are implemented consistently with the Common Core State Standards and the NGSS.
- Plans, leads and works in collaboration with school leadership in faculty meetings/professional development on a weekly basis, as well as in coaching and supporting teachers in instruction.
- Implement and create instructional systems to develop and monitor student learning, while using an equitable lens.
- Implements best practices, strategies and supports for diverse learners, including but not limited to, interventions.

Vision and Cultural Leadership.

- Foster and promote a constructive and collaborative environment throughout the school amongst all educational partners, including but not limited to, parents, students, teachers, etc.
- Oversee and coordinate resources amongst educational partners to create a school climate that is aligned to the core values of Value Schools
- Establish, sustain and foster strong connections with all educational partners at the school site and the Value Schools Network team
- Build a productive, positive, values based culture in which all educational partners are able to grow, learn, collaborate, thrive, and feel supported in creating a strong school culture

Administration and Organization.

- Assists the principal in the planning for all aspects of instruction, including all types of scheduling, registration of students, test planning and implementation, and the development of a master schedule.
- Assists the principal in sustaining fair and equitable systems that support multiple aspects of the school including, but not limited to, school discipline, staff evaluations, and parent meetings
- Lead non-instructional school functions and programs that vary by school site, but potentially include: testing coordination, compliance reporting, student activities, enrollment, etc.

- Strives to attain a positive school climate in which students thrive with the support of a values based culture that is aligned to equity, inclusion and diversity.
- Enforces the instructional and school program that is consistent with the approved Charter petition, the school's values and philosophy and current law (this includes but is not limited to supporting with audits that directly relate to the school's instructional program which can include oversight visits, charter renewal, and the LCAP process)
- Coordinates the school's extra-curricular activities and career and college readiness.

Community Relationships.

- Assists and encourages all instructional staff to develop and improve their professional expertise through effective coaching models and supports.
- Conducts weekly professional development and collaboration meetings, including but not limited to team meetings in relation to instruction, discipline, and the general school program.
- Develops and maintains a positive communication system with the community, educational partners and is responsive to meaningful input.
- Develops and maintains parent resources and engages parents in volunteerism in the school in regards to instructional support at home, this may include coordinating parent workshops to educate and support them around the instructional and school program.

Required Qualifications.

- Possess and maintain a valid California administrative credential or receive training through a valid leadership or training program for school leadership.
- Possess and maintain a valid California secondary or multiple subject teaching credential.
- A Bachelor's degree from an accredited college or university.
- A minimum of 5 years of successful secondary teaching.
- A minimum of 2-3 years of instructional coaching experience.
- Charter experience is a plus, but not required.

Teacher - Multi-Subject

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

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

Specific Responsibilities.

Create a Positive Classroom Environment and Culture: Foster and maintain a supportive and inclusive classroom environment in which all students feel valued, respected and excited to

learn every day. Ensure the classroom culture is aligned to the five core values of *Value Schools*, and ensure safety and best learning environment for all students.

Implement Daily Standards-based Instruction: Plan and implement lessons that are standards based, and designed to support diverse learners. Use curriculum to support the plan for each unit of instruction, and daily implementation.

Utilize Instructional Strategies and Engagement: Utilize a variety of instructional strategies and resources that will actively engage students in the learning process, and support their diverse learning needs.

Drive instruction using assessments and feedback: Use data through assessments to assess student progress and to drive instructional decisions. Support academic growth and development through timely, and strategic feedback.

Differentiate Instruction: Differentiate instruction to accommodate various learning styles, abilities, and diverse needs of students.

Engage in Collaboration and Stakeholder Engagement: Collaborate with colleagues, parents, and educational partners. Support student success through consistent collaboration with all educational partners.

Develop Positive Relationships with all Educational Partners: Work towards developing and contributing to positive relationships with students, parents and colleagues. Contribute to an overall school environment that is aligned to the five core values, philosophy and mission of Value Schools.

Required Qualifications.

Candidate must possess one of the following to qualify as a Multi-Subject Teacher, as well as hold certification to teach English Learners:

- Teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- California Multiple Subject Credential (Clear or Preliminary) with English Learner Authorization
- California University Internship Multi-Subject Credential Eligible (Intern eligibility letter required)
- Non-California Multi-Subject Credential Transferring to California; please provide proof of transferring credential in progress (i.e., from other U.S. states) in content area desired to teach

Prior to applying, please review the credential requirements:

- Active Multiple Subject California teacher certification in the assigned subject area(s) and a valid English Learner Authorization (e.g., CLAD) before the first day of instruction

- Candidates that don't hold the appropriate credential or have a pathway to obtaining a California teaching credential **will not be eligible for a teaching position.**
 1. Evidence of agreement with the five core values of Value Schools.
 2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
 3. Has the appropriate credential for the position (see description above)
 4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

Desired Qualifications:

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in the native language of the students other than English (not required).

Teacher - Single Subject

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

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

Specific Responsibilities.

Create a Positive Classroom Environment and Culture: Foster and maintain a supportive and inclusive classroom environment in which all students feel valued, respected and excited to learn every day. Ensure the classroom culture is aligned to the five core values of *Value Schools*, and ensure safety and best learning environment for all students.

Implement Daily Standards-based Instruction: Plan and implement lessons that are standards based, and designed to support diverse learners. Use curriculum to support the plan for each unit of instruction, and daily implementation.

Utilize Instructional Strategies and Engagement: Utilize a variety of instructional strategies and resources that will actively engage students in the learning process, and support their diverse learning needs.

Drive instruction using assessments and feedback: Use data through assessments to assess student progress and to drive instructional decisions. Support academic growth and development through timely, and strategic feedback.

Differentiate Instruction: Differentiate instruction to accommodate various learning styles, abilities, and diverse needs of students.

Engage in Collaboration and Stakeholder Engagement: Collaborate with colleagues, parents, and educational partners. Support student success through consistent collaboration with all educational partners.

Develop Positive Relationships with all Educational Partners: Work towards developing and contributing to positive relationships with students, parents and colleagues. Contribute to an overall school environment that is aligned to the five core values, philosophy and mission of Value Schools.

Required Qualifications.

Candidate must possess one of the following to qualify as a Single-Subject Teacher, as well as hold certification to teach English Learners:

- Teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- California Single (Clear or Preliminary) Credential with valid English Learner Authorization
- California University Internship Credential Eligible (Intern eligibility letter required) in content areas desired to teach
- Proof of California Credential in Progress (University letter can satisfy this requirement) in content area desired to teach
- Non-California Credential Transferring to California; please provide proof of transferring credential in progress (i.e., from other U.S. states) in content area desired to teach

Prior to applying, please review the credential requirements:

- Active California teacher certification in the assigned subject area(s) and a valid English Learner Authorization (e.g., CLAD) before the first day of instruction
- Candidates that don't hold the appropriate credential or have a pathway to obtaining a California teaching credential **will not be eligible for a teaching position.**

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

Desired Qualifications:

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

Reading Specialist and Coach

General Responsibility.

Training, Development and Coaching

- Facilitate workshops and training sessions for teachers, with a focus on enhancing foundational reading skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension. Provide ongoing professional development opportunities, coaching, and mentoring to educators, focusing on the science of reading and early literacy development strategies.
- Plan and support all instructional staff to develop and improve their professional expertise through effective coaching models and supports in reading.
- Conduct regular classroom observations to assess teaching practices and provide constructive feedback to school teams including, teachers, teacher leaders and administrators.
- Plan and implement coaching strategies to support educators in implementing diverse instructional methods and adapting to the learning styles of their students in reading.
- Build capacity of school teams, including teacher leaders and administrators to ensure effective reading instruction in all classrooms.

Curriculum and Instruction

- Shares responsibility for the improvement of reading instruction and within the school, including, but not limited to students with disabilities, English Language Learners and traditionally underserved students
- Understands and supports effective curriculum implementation to ensure that instructional programs and courses are implemented consistently with the science of reading.
- Implements best practices, strategies and supports for diverse learners, including but not limited to, interventions for students below grade level in reading.
- Collaborate with school teams to create and enhance TK-12 reading curriculum materials, ensuring alignment with state and national standards.
- Implement and create instructional systems to develop and monitor student learning, while using an equitable lens.
- Support school leaders and the network office team in the work of monitoring, evaluating and implementing curriculum aligned to the Common Core State Standards to ensure that all students are meeting and exceeding grade level standards.

Provide Data Driven Instructional Leadership

- Developing a school literacy plan that includes goals and actions to improve literacy acquisition for all students. The plan shall identify metrics to measure progress toward the goals and actions.
- Analyze student assessment data to identify trends, strengths, and areas for improvement in reading performance, and share and support implementation of best mathematical practices across the school.

- Collaborate with the school leader and teachers to develop data-driven action plans to improve student outcomes in reading.
- Ensure school teams effectively use assessment data and results to drive school goals and initiatives.
- Recommend and support the implementation of effective formative assessments to drive day to day reading instruction.

Vision and Cultural Leadership

- Foster a collaborative environment focused on literacy growth and foundational skills throughout the school and Network.
- Oversee and coordinate resources amongst educational partners to create a school climate that is aligned to the core values of Value Schools.
- Establish, sustain and foster strong connections with all educational partners at the school site and the Value Schools Network team.
- Build a productive, positive, values based culture in which all educational partners are able to grow, learn, collaborate, thrive, and feel supported in creating a strong school culture

Community and Familial Partnerships

- Plan and implement extended-day, summer, or weekend family institutes related to literacy and biliteracy, which may include working with in-house expanded learning programs to establish literacy and biliteracy support programs and literacy enrichment programs during after-school, weekend, and summer hours.
- Establish community partnerships, including, but not limited to public library family literacy partnerships, including, digital tools to support whole family literacy.

Desired Qualifications.

- A commitment to the Values of Value schools
- Has official training and development in the science of reading, including programs such as Wilson, IMSE or additional science of reading programs
- Minimum of 5 years of experience as a reading teacher or Tk-5 teacher. Experience should include implementing science of reading techniques covering phonological awareness, phonics, fluency, vocabulary, comprehension strategies, morphology and the rules of English. Experience in diverse teaching environments (urban, multilingual learners, students with IEPs)
- Evidence of successful supervision, coaching, or mentoring school leaders and teams.
- Evidence of successfully implementing systems, strategies and supports that drive higher outcomes for TK-5 students in reading, including interventions for students not at grade level in reading. Proficiency in using data to inform and improve instructional practices.
- A commitment to continuous professional development in reading instruction and creating a vision for implementing these learnings at the school level site.

- Deep knowledge and commitment to working with urban students, including understanding the unique opportunities in diverse settings. Experience in fostering inclusive and equitable learning environments.
- Strong written and oral communication skills, with the ability to adapt information to various audiences across all schools and within the network office.
- Candidates should demonstrate a history of measurable achievements in literacy education, such as improvements in reading levels, increased lexiles and our successful program implementation.

Required Qualifications.

- Teacher credential
- Experience working with underserved student populations from TK-5 in reading with proven results
- Extensive experience in teaching and/or supporting reading in TK-5 education

Counselor

Key Responsibilities.

1. Designated Instruction and Services (DIS):

- Provide direct counseling services, including individual and group sessions, to address students' emotional, behavioral, and social needs.
- Collaborate with teachers, parents, and other school staff to implement and monitor student support plans.
- Maintain accurate records of student progress and services provided.
- Ensure compliance with all state and federal regulations regarding DIS services.

2. Social-Emotional Learning (SEL):

- Implement and oversee SEL programs and curricula to promote positive social skills, emotional regulation, and resilience.
- Facilitate SEL workshops and activities for students, focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Provide training and resources to teachers and staff to integrate SEL practices into the classroom environment.
- Support the development of a positive school climate through initiatives that foster inclusivity, empathy, and respect among students.

3. General Counseling Services:

- Provide academic counseling to assist students with educational planning, goal setting, and problem-solving.
- Assist students in developing coping strategies for academic and personal challenges.
- Conduct crisis intervention and provide immediate support to students in need.
- Work with families to address and support students' needs both at school and home.

4. Collaboration and Advocacy:

- Act as a liaison between the school, families, and community resources to support student well-being.
- Advocate for students' needs and ensure they have access to necessary services and resources.
- Participate in multidisciplinary team meetings, including IEP and 504 plan meetings, to support student success.
- Engage in continuous professional development to stay current with best practices in school counseling and SEL.

Required Qualifications.

- Master's degree in School Counseling, Psychology, Social Work, or related field
- Valid state certification or licensure as a School Counselor
- Evidence of agreement with the five core values of Value Schools
- Compliance with policies on tuberculosis, criminal record review, and employment eligibility verification.

Preferred Qualifications.

- Bilingual in English and Spanish
- Experience working in a diverse school setting
- Experience in providing DIS services and implementing SEL programs
- Excellent communication, interpersonal, and organizational skills

Desired Qualifications.

- Strong knowledge of child and adolescent development, counseling theories, and practices.
- Ability to work collaboratively with students, staff, families, and community partners.
- Commitment to fostering a supportive and inclusive school environment.

CLASSIFIED POSITIONS

Operations Manager

Essential Responsibilities:

- *Team Management:* Lead the school operations team, setting performance and development goals for the office and operations staff, coordinating schedules, overseeing payroll, and managing and supporting the school classified team. The team management responsibilities also include, but are not limited to, managing facilities and playground staff.
- *Event Planning and Coordination:* Collaborating with faculty, staff, and administration to plan and organize various events, coordinating with vendors to secure necessary supplies, ensuring compliance with policies and regulations, communicating event

details to relevant stakeholders, leading event setup, execution, and cleanup, evaluating event success and maintaining event-related records, and collaborating with other school personnel to support broader school initiatives and community-building efforts.

- *Finance and Purchasing:* Lead procurement and purchasing for the school including but not limited to, placing orders, inventorying items received and handling returns/exchanges through events such as the selling of uniforms and school fundraising. This role also involves managing various financial tasks, including cash receipts, deposits, payroll, and staff reimbursement forms. This specific person will collaborate closely with the network office and the school principal to ensure that all financial policies are effectively implemented in accordance with established guidelines.
- *Student Information and Reporting:* Manage the student information system and attendance reporting and intervention process; coordinate in regards to data audits and reporting via state systems such as CALPADs and CALSAAS; ensure confidentiality and security of files and all information pertaining to students, parents, staff, and community
- *Local, State and Federal Compliance:* Oversee state programs such as the School Nutrition Program, including managing servers, coordinating with meal vendors, ensuring compliance in collaboration with the network team. Additional support may include support with the operational items found through local, state and federal audits. Ensure compliance requirements are completed on time and oversee other tasks or special projects as needed
- *Facilities:* Manage and oversee routine maintenance requests for the school ensuring maintenance, janitorial and pest control services are properly carried out; oversee the upkeep of the school's facilities and coordinate with the network office to implement school facility projects when appropriate. This includes overseeing and managing the facilities and custodial teams onsite.
- *Office management:* Manage and oversee the office team and office responsibilities. This includes ensure the school sustains a strong attendance and enrollment systems, including but not limited to including student recruitment, lottery and waitlist management, parent enrollment orientations, making parent phone calls for tardy and/or absent students, and acting as a liaison between the school site and the network office in office decisions.

Minimum Qualifications:

- Adherence to the Five Core Values of Value Schools.
- Bachelor's degree or 7-10 years' experience in a related field required, school experience a plus
- Compliance with evidence of freedom from active tuberculosis, COVID-19 vaccination, criminal record review and employment eligibility verification.
- Computer skills sufficient to maintain records, create reports and support staff access to online payroll and benefit platforms. This includes Microsoft Office (Excel, Word, PowerPoint).

Desired Qualifications

- Demonstrate strong time management skills and a high level of attention to detail in a fast-paced environment.
- Demonstrate a high level of interpersonal skills, integrity and the ability to exercise discretion in the dissemination of information.
- Demonstrate excellent communication and presentation skills (verbal and written) characterized by actively listening and ensuring respectful two-way communication.
- Demonstrate sensitivity, understanding, and the ability to effectively interact with individuals (internal/external) from diverse cultural, socioeconomic, disability and ethnic backgrounds.
- Extremely flexible, proactive, highly organized, and ability to easily shift priorities, multi-task, and handle heavy work flow processing.

Instructional Aide

Key Responsibilities.

Assisting with Instruction

- Support teachers in delivering lessons and instructional activities through 1:1 support, small groups, or the entire class in various subject areas including but not limited to math, reading, and/or science.
- Work closely with students who may need additional academic support, including those with special needs, learning disabilities, English Language Learners, or additional subgroups of students or students identified as below grade level.
- Reinforce learning concepts by working with students on assignments and projects.
- Assist with the preparation of instructional materials, including visual aids, educational projects and educational resources.

Classroom Management

- Help maintain a positive and orderly classroom environment.
- Supervise students during class activities, transitions, and breaks.
- Assist with classroom discipline by enforcing established rules and routines.
- Promote a respectful and inclusive classroom culture.

Student Support

- Provide extra support to students with special needs, learning disabilities, or English language learners.
- Monitor student progress and report observations to the teacher.
- Help students with organizing their materials and assignments.
- Offer emotional support to students when needed.

Administrative Tasks

- Assist with record keeping and maintaining student records
- Supervises students along with the teacher and, at times, independently of the teacher, especially before school, during recess, lunch and after school.

- Help with administrative tasks such as taking attendance and grading assignments.
- Support the teacher in communication with parents and guardians as needed.
- May assist in preparing and administering assessments or tests.
- Participates in professional development activities established by the principal or by the chief executive officer (or authorized designee).
- Attends parent, community and professional meetings as directed by the principal.
- Holds confidential matters with appropriate confidentiality.

Safety and Well-being

- Ensure the safety and well-being of students at all times.
- Be familiar with and adhere to school safety and emergency procedures.
- report any safety concerns to the teacher or school administration.

Values Aligned

- Acts as a role model of the five core values of *Value Schools*.
- Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.

Specialized Roles

- Some instructional aides may have specialized roles, such as assisting with technology integration, physical education, art, or special education programs.

Required Qualifications:

- Evidence of agreement with the five core values of *Value Schools*.
- A High School Diploma and equivalent of one of the following:
 - o Sixty semester units or ninety quarter units of college-level courses **OR**
 - o An Associate Degree in a related field such as education, special education, ELA, math, etc..
- At least 1 year of related experience.
- Experience working with children.
- Has the qualifications that may become required by the State of California for the position.
- Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
- Fluency in the English language.
- Ability to: read printed materials; respond to oral questions and instructions; orally present information, give directions and answer questions; arrange furniture, equipment and materials in classrooms and other school settings.

Parent Coordinator

The Parent Coordinator serves as a vital link between the school and its parent community, fostering positive relationships and ensuring effective communication. This role involves

supporting parents in their engagement with the school, organizing events and workshops, and providing resources to enhance student success. The Parent Coordinator works collaboratively with school staff, parents, and the broader community to create a welcoming and inclusive environment that encourages active parent participation in school activities and student learning.

Key Responsibilities.

- Parent Engagement: Develop and implement strategies to increase parent involvement in school activities and events. Serve as a liaison between parents and the school, addressing concerns, providing information, and facilitating communication.
- Communication: Maintain regular communication with parents through newsletters, emails, social media, and other channels. Ensure that parents are informed about school events, policies, and opportunities for involvement.
- Workshops and Events: Plan, coordinate, and lead workshops, meetings, and events designed to inform and engage parents. Topics may include academic support, child development, health and wellness, and navigating the school system.
- Resource Support: Provide parents with information and resources to support their child's academic and social-emotional development. Assist parents in accessing community services and school-based resources.
- Volunteer Coordination: Recruit, train, and manage parent volunteers for various school activities and events. Create and maintain a database of parent volunteers.
- Advocacy and Support: Advocate for parents' needs and concerns within the school setting. Assist in resolving issues between parents and the school administration or staff.
- Cultural Competency: Promote an inclusive environment by recognizing and valuing the diverse cultural backgrounds of the school community. Develop culturally responsive strategies to engage all families.
- Collaboration: Work closely with teachers, administrators, and community partners to align parent involvement initiatives with school goals. Participate in school leadership meetings as needed.
- Data Management: Track and report on parent engagement activities and outcomes. Use data to evaluate the effectiveness of programs and make informed decisions for future planning.

Required Qualifications:

- Education: High school diploma or equivalent required; Associate's or Bachelor's degree in education, social work, or a related field preferred.
- Experience: Previous experience working in a school setting, community outreach, or parent engagement is highly desirable. Experience in organizing events and workshops is a plus.
- Skills:
 - Excellent communication and interpersonal skills.
 - Strong organizational and time management abilities.

- Ability to work independently and collaboratively.
- Proficient in Microsoft Office Suite and other relevant technology.
- Bilingual skills (English/Spanish or other languages) are highly desirable.

Expanded Learning Opportunities Program Coordinator

The ELOP coordinator is responsible for developing an engaging and educationally sound afterschool program and for managing the overall operation, staffing, and reporting requirements of the program, in accordance with the policies and practices of *Value Schools*.

Key Responsibilities.

- Designs, schedules and supervises the operations of the ELOP program.
- Assists the principal in hiring, training, supervising and evaluating ELOP staff.
- Collaborates with teachers to align academic elements of ELOP program with their classroom curriculum.
- Develops clubs, projects, enrichment and leadership activities to help students reach their potential and contribute to their community.
- Collaborates with the principal and/or designee to align classroom and after school behavior and discipline policies, and ensures continuity of approach between programs.
- Manages ELOP grant accounting and reporting as needed.
- Designs and implements systems for program elements including orientation, handbooks, enrollment, and attendance.
- Educates parents and staff about enrollment, fees, attendance accounting and grant requirements.
- Meets weekly with ELOP leadership staff to evaluate and improve the program.
- Locks up campus at the end of each day.
- Acts as a role model of the five core values of *Value Schools*.
- Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
- Ensures the health, safety and welfare of students and other faculty and staff.
- Holds confidential matters with appropriate confidentiality.
- Adheres to all the employee policies and practices of the school and of *Value Schools*.
- Performs other duties that may be assigned by the principal that further the goals of the school community.

Required Qualifications:

- Evidence of agreement with the five core values of *Value Schools*.
- Experience managing after school or similar programs for children of the age to be served.
- High school diploma (College degree or progress toward college degree in a relevant field such as education, preferred)
- Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

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

Interventionist

The School Site Interventionist will work collaboratively with teachers, administrators, and support staff to provide targeted interventions for students who are identified as at-risk or in need of additional academic, behavioral, or social-emotional support. The Interventionist will implement research-based strategies to improve student outcomes, monitor progress, and adjust interventions as necessary to ensure student success.

Key Responsibilities.

Student Support

- Identify students in need of academic, behavioral, or social-emotional interventions through data analysis, teacher referrals, and assessments.
- Develop and implement individualized intervention plans that address specific student needs.
- Provide one-on-one or small group support to students in areas such as literacy, mathematics, behavior, or social skills.

Collaboration & Communication

- Work closely with teachers, counselors, and other staff to coordinate and align interventions with classroom instruction.
- Participate in Student Support Team (SST) meetings, Individualized Education Program (IEP) meetings, and other collaborative discussions to support student progress.
- Maintain regular communication with parents/guardians to discuss student progress and involve them in the intervention process.

Monitoring & Assessment

- Utilize various assessment tools to monitor student progress and adjust interventions as needed.
- Maintain accurate records of student progress, interventions, and outcomes.
- Report on the effectiveness of interventions to school administration and suggest improvements.

Professional Development

- Stay current with best practices and research in intervention strategies, academic support, and behavioral management.
- Participate in ongoing professional development opportunities provided by the school or district.

- Share effective strategies and insights with school staff to improve overall student achievement.

Other Duties

- Assist in the implementation of school-wide programs that promote positive behavior and academic success.
- Perform other duties as assigned by the principal or assigned administrator.

Required Qualifications:

- Education and Experience
 - Bachelor's degree in Education, Psychology, Counseling, or a related field
 - Minimum of 3 years of experience working in an educational setting, preferably in a role focused on intervention or student support.
- Skills and Competencies
 - Understanding of multi-tiered systems of support (MTSS) and Response to Intervention (RTI) frameworks.
 - Excellent communication and interpersonal skills, with the ability to work effectively with students, staff, and parents.
 - Ability to analyze data and use it to inform instructional decisions.
 - Proficiency in using technology for data tracking and reporting.

Behavior Intervention Implementation (BII) Specialist

The Behavior Intervention Implementation (BII) Specialist is responsible for providing direct support to students with behavioral challenges by implementing individualized behavior intervention plans (BIPs). The BII Specialist works closely with special education teachers, school psychologists, and other support staff to ensure that behavior interventions are applied consistently and effectively, helping students succeed in the classroom and other school environments.

Key Responsibilities.

Behavior Intervention

- Implement individualized behavior intervention plans (BIPs) for students as developed by the school's special education team.
- Provide one-on-one or small group support to students to help manage and improve specific behaviors.
- Use positive reinforcement, de-escalation techniques, and other strategies to address challenging behaviors and promote positive behavior.

Collaboration and Communication

- Work closely with special education teachers, school psychologists, and other staff to monitor student progress and adjust interventions as needed.

- Participate in meetings related to the student's Individualized Education Program (IEP) to provide input on behavioral progress and needs.
- Maintain regular communication with classroom teachers to ensure consistency in behavior management strategies.

Monitoring and Documentation

- Record and track student behavior data to monitor the effectiveness of interventions.
- Prepare and maintain detailed reports on student progress, incidents, and any adjustments made to the BIP.
- Share data and reports with the special education team to support ongoing assessment and decision-making.

Support and Training

- Assist in training teachers and support staff on implementing behavior interventions and understanding behavior management strategies.
- Provide support during crisis situations, using appropriate techniques to ensure student and staff safety.
- Stay informed about current best practices in behavior intervention and participate in professional development as required.

Other Duties

- Support the implementation of school-wide behavior management programs and initiatives.
- Perform other duties as assigned by the special education coordinator or school administration.

Required Qualifications:

- Education and Experience:
 - High school diploma or equivalent required; Associate's or Bachelor's degree in Education, Psychology, or a related field preferred.
 - Experience working with students with special needs, particularly in a behavioral support capacity.
 - Knowledge of behavior intervention strategies and experience implementing behavior plans.
- Skills and Competencies:
 - Strong understanding of behavior management techniques, including positive reinforcement, de-escalation, and crisis intervention.
 - Excellent communication and interpersonal skills, with the ability to work effectively with students, staff, and parents.
 - Ability to remain calm and composed in challenging situations.
 - Proficiency in documenting and tracking behavior data.

Support Staff

The Support Staff at Value Schools are essential to maintaining an efficient and safe school environment. This team, which includes Facilities Coordinators, Custodians, Clerical Office Support, and Security Guards, plays a pivotal role in supporting the daily operations of the campus, ensuring it runs smoothly and effectively.

Key Responsibilities.

- Manage maintenance and repairs, coordinate with vendors, ensure compliance with health and safety regulations, and address facility issues.
- Perform cleaning and maintenance of school areas, set up for events, monitor supplies, and report any maintenance or safety concerns.
- Provide administrative assistance, handle correspondence, maintain records, manage office supplies, and facilitate communication among staff, students, and parents.
- Monitor campus security, conduct patrols, assist with visitor check-in, respond to emergencies, and enforce security policies.
- Support academic duties, such as supporting ELs and SWDs

Required Qualifications:

- High school diploma or equivalent; additional qualifications or certifications may be required.
- Relevant experience
- Strong organizational skills, ability to multitask, and excellent communication skills.
- Knowledge of safety regulations and ability to handle sensitive information discreetly.
- Physical capability to perform required tasks and work in various environmental conditions.

Network Office Support

The Network Office Support position provides comprehensive support to schools within the network, focusing on various operational areas, including technology, nutrition, and enrollment. This role is vital in ensuring that schools operate smoothly and efficiently by assisting with daily operations and providing expertise in each support area. The Support position will collaborate with school administrators, staff, and external vendors to resolve issues, streamline processes, and enhance overall service delivery.

Key Responsibilities.

Technology Support:

- Assist with the installation, maintenance, and troubleshooting of hardware and software used across schools.
- Provide technical support for educational technology tools and platforms.
- Coordinate with IT teams to address more complex technical issues.
- Train school staff on the use of new technologies and digital resources.

Nutrition Support:

- Collaborate with school nutrition teams to ensure compliance with federal and state regulations.
- Assist with menu planning, nutritional analysis, and food safety protocols.
- Support the coordination of meal programs, including the collection and processing of free and reduced lunch applications.
- Facilitate communication between school nutrition staff and school to resolve issues and implement best practices.

Enrollment Support:

- Assist schools with the enrollment and registration process, ensuring compliance with network policies and procedures.
- Maintain and update student enrollment records in network databases.
- Provide training and support for school staff on enrollment software and procedures.
- Respond to inquiries from parents and guardians regarding enrollment processes and requirements.

General Administrative Support:

- Provide general administrative support to schools, including managing communications, scheduling meetings, and preparing reports.
- Assist in coordinating school initiatives and events.
- Collaborate with various departments to ensure efficient operation and service delivery.
- Maintain records, documentation, and data related to support areas.

Required Qualifications:

Education:

- AA Degree or equivalent certifications or credits in one of the following: education, special education, math, ELA, operations, business or similar fields

Experience:

- Years of experience dependent on position
- Experience in one or more of the following: providing technical support, managing school nutrition programs, or handling student enrollment is highly desirable.

Skills and Competencies:

- Strong problem-solving skills with the ability to manage multiple priorities.
- Excellent communication and interpersonal skills.
- Proficiency in technology, including software and hardware troubleshooting.
- Knowledge of school nutrition regulations and guidelines.
- Familiarity with student information systems and enrollment procedures.
- Ability to work independently and collaboratively with diverse teams.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

§ Child abuse reporting procedures

§ Routine and emergency disaster procedures

§ Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

§ Procedures to notify teachers of dangerous students pursuant to Education Code section 49079

§ A discrimination and harassment policy consistent with Education Code section 200

§ Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable

§ Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

§ A safe and orderly environment conducive to learning at the Charter School

§ The rules and procedures on Charter School discipline

§ Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be

digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom

as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Downtown Value School’s student population reflects the neighborhood in which it is located. DVS makes every effort to encourage interest and enrollment from families that represent the diversity of Los Angeles. DVS serves an English Learners population that represents over one-third of the overall student enrollment, and our students come from predominantly low-income families.

Downtown Value School documents its recruitment efforts and leverages the Parent Coordinator to assist in the work of informing families of DVS as an option for their children. In an effort to achieve a balance of racial and ethnic students, special education students, English Learners, and redesignated English Learners, DVS uses a number of strategies described below.

During the late fall and winter months, staff participate in or organize outreach events aimed at community organizations to encourage families from diverse ethnic backgrounds to enroll their children. Additionally, the school is involved in quarterly meetings at the Children's Bureau, which serve as platforms to promote and attract new students to Downtown Value. The school makes its presence known at several key locations, including:

- Magnolia Place, 1910 Magnolia Ave., Los Angeles, CA 90007
- Korean Youth Community Center, 3727 W. 6th St. #300, Los Angeles, CA 90020
- Central American Resource Center, 2845 W. 7th St., Los Angeles, CA 90005
- Heart of Los Angeles, 2701 Wilshire Blvd. #100, Los Angeles, CA 90057
- Pathways Los Angeles, 3325 Wilshire Blvd. #1100, Los Angeles, CA 90010

Furthermore, Downtown Value maintains partnerships with local community organizations and service providers, enhancing its reputation as a reputable educational choice for their clientele, in addition to those locations mentioned.

- Bresee Foundation, 184 Bimini Pl., Los Angeles, CA 90004
- All Peoples Community Center, 822 E. 20th St., Los Angeles, CA 90011
- Korean American Family Services, 3727 W. 6th St. # 320, Los Angeles, CA 90020
- LIFT Los Angeles, 1910 Magnolia Ave. #404, Los Angeles, CA 90007
- Para Los Niños, 1521 W. 3rd St., Los Angeles, CA 90017--Los Angeles City Council Office
- 1819 S. Western Ave., Los Angeles, CA 90006St. Thomas the Apostle Church, 2727 Pico Blvd., Los Angeles, CA 90006
- St. Basil Church, 3611 Wilshire Blvd., Los Angeles, CA 90005
- St. Sophia Cathedral, 1324 Normandie Ave., Los Angeles, CA 90006

Whenever any family expresses interest in Downtown Value, the school's administration will be fully committed to encouraging them to register their children. Additionally, Downtown Value School plans to actively seek out and recruit from surrounding communities that have diverse economic, racial or ethnic demographics. Starting in April each year, the school intends to promote itself through the distribution of posters or flyers and, whenever feasible, through in-person events at the following sites:

- Normandie Park Recreation Center, 1550 Normandie Ave., Los Angeles, CA 90006
- Seoul International Park, 3250 San Marino St., Los Angeles, CA 90006
- Toberman Recreation Center, 1725 Toberman St., Los Angeles, CA 90015
- Lafayette Recreation Park, 625 S. Lafayette Park Pl., Los Angeles, CA 90057
- Hoover Recreation Center, 1010 W. 25th St., Los Angeles, CA 90007
- MacArthur Park, 2230 W. 6th St., Los Angeles, CA 90057

From June to September, typically on the last Thursday of each month, Downtown Value engages in summer outreach by setting up a booth or making its presence known at various community events, including:

- Levitt Pavilion Summer Concerts at MacArthur Park, L.A.
- Summer Night Lights, hosted by the GRYD Foundation at multiple locations
- National Night Out in August

To inform families of prospective students about their educational options and the benefits of enrolling at a Value Schools charter school, Value Schools operates a website. Additionally, Downtown Value utilizes a commercial online service to provide families seeking educational opportunities with information about schools that align with their interests. Downtown Value ensures its inclusion in informational resources about charter schools, such as those offered by the LAUSD and the California Charter Schools Association. The school also makes printed materials accessible both on-site and through mail distribution.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The requirements for admission to Downtown Value School are as follows:

1. The student must be a resident of the state of California.
2. The student must be age-eligible to enter Kindergarten or Transitional Kindergarten.
3. The student must not have completed the eighth grade.

Student Recruitment

See description in Element 7.

Downtown Value will recruit students from all areas and ethnicities, including those with low academic performance, socioeconomically disadvantaged backgrounds, and students with disabilities, by partnering with local community organizations, shelters, and social services. Recruitment materials in English, Spanish, and other relevant languages will highlight support programs such as tutoring, IEPs, and socio-emotional services. Outreach efforts will focus on community centers, churches, housing authorities, and other locations to ensure accessibility for diverse populations. Information will be disseminated through social media, flyers, and events in multiple languages to reach underserved families. Additionally, workshops will be offered to explain the academic and personal growth resources available to all students.

Lottery Preferences and Procedures

In the event that there are more children seeking enrollment in Downtown Value School than there is space available, students will be admitted according to the following preferences:

Lottery Exemptions. Students currently enrolled in Downtown Value School are exempt from the lottery.

Lottery Preferences.

- Students living within LAUSD boundaries are given first preference in the lottery.

Additional preferences will be awarded to promote educational continuity, family unity, and convenience to:

- Siblings of children currently enrolled in Downtown Value School
- Children of Downtown Value School's staff or board members are included, up to 10% of total enrollment.

Admission Process.

Value Schools has transitioned from a paper-based enrollment process to PowerSchool, a digital system using enrollment and student management software to enhance transparency, efficiency, communication, and streamline operations. By moving online, we can provide a smoother experience for families by ensuring 24-7 access to enrollment status and updates.

1. Parents seeking to enroll a new student in the school submit a lottery application online. Upon submission, families immediately receive an automatic email notification listing the date, time, and place of the lottery. Lottery applications for the upcoming year are

available from July 1 through June 30th at the Charter School 's website. Enrollment is open all year except from the close of business on the Monday before the lottery draw to the morning following the draw.

2. The lottery application asks for the student's name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for a lottery preference.
3. On or about November 15, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they respond "No" , those students are counted as non-returning for purposes of calculating the number of available seats in each grade. If the student indicates "yes" on the Intent to Re-enroll form, a spot is reserved for that student prior to the lottery. If the student fails to return the Intent to Re-enroll form, the enrollment team attempts to connect with the family via phone call or email or in person. If no response is received, a seat is reserved for that student with the understanding that there is a possibility student may not return the following academic year. In the months leading up to the lottery, the enrollment team support applicants to complete lottery applications and answer any questions applicants may have.
4. The lottery draw is held in January, typically on the second Friday of the month. The first lottery draw of the new charter term, if needed, will occur between 8:00 AM and 09:30 AM on January 9, 2026. The draw is held at Downtown Value School, in the parent community room and via zoom for public access/participation. Interested parties, including District representatives, are welcome to attend the lottery drawing in person or via zoom, but applicant attendance is not required for admission to the school.
5. The lottery draw is conducted digitally via Powerschool Enrollment under the supervision of the principal or principal's designee and the technology administrator. A scripted PowerPoint presentation is read on the admissions process. The lottery presentation is recorded and publicly posted.
6. If the number of applicants at any grade level does not cause the enrollment of that grade level to reach its capacity, all the applicants for that grade are accepted.
7. If the number of applicants with lottery preferences exceeds the available seats on the lottery date, a digital lottery is conducted via PowerSchool Enrollment. The digital lottery assigns seats to students with set preferences entered by families. Any remaining names not assigned a seat in the digital lottery are placed on a waiting list in the order the names are drawn.
8. Once all seats are filled and a waiting list established, applications are still accepted, and PowerSchool Enrollment assigns a waiting list number in the order in which applications are received.

Public notice of admission process

1. All applicants to Downtown Value School receive two email notifications; one automatic email confirming the submission of an application; and a second email, confirming date, time, location of the lottery, and the description of the rules governing the admission process.

2. Notice of the date, time and place of the lottery is posted in a prominent place near the entrance to the school most commonly used by the public and on the Value Schools website is posted 72 hours before public lottery.
3. As noted in “Admission Process” above, attendance at the lottery is not required for admission to the Charter School. In addition to email notifications, parents may contact Downtown Value’s main office to learn the outcome of students’ lottery applications, admission or place on a waiting list.

Enrollment

1. Applicants receive an email notification from the PowerSchool Enrollment system immediately after the lottery notifying them of an offer for an available seat or number in the waiting list. Families have two business days to accept or decline offer.
2. Parents/guardians of students who accept the seat offer, receive a notification via email containing a link to to complete an enrollment form also known as the registration form by which the school obtains additional demographic, health, and program eligibility information. Parents of returning students also receive a registration link with prepopulated demographic information from the previous year information which returning parents can update.
3. In the order of their lottery draw, an office staff follows up and provide online, text, phone, and in person support to parents/guardians who have applied, been offered a seat, yet not accepted the offer within the two business days. If the office staff member is unable to reach a parent directly, he or she will leave a message asking the parent to call for an appointment. If, after three calendar days, the parent fails to indicate an intent to enroll the student, the applicant’s name is moved to the end of the waiting list. Throughout this process the office staff is able to monitor who has accepted, declined and not responded to the offer via Powerschool Enrollment. The PowerSchool Enrollment system also tracks messages left and number of attempts made to follow up with applicants.
4. an appointment is scheduled for the parent to complete the enrollment form, either in a group meeting or individually. Appropriate accommodations are made for parents or guardians who cannot attend an appointment during regular office hours. Accommodations include extended office hours and the opportunity to submit the enrollment form by alternative means such in person or on paper.
5. Once a family accepts the offer of admission, parents receive a registration link. Our staff is available online or in-person to support parents with the registration process. If a parent indicates they need support with the registration,an appointment is scheduled for the parent to complete the enrollment form, either in a group meeting or individually. Appropriate accommodations are made for parents or guardians who cannot attend an appointment during regular office hours. Accommodations include extended office hours and the opportunity to submit the enrollment form by alternative means such as in person or on paper.
6. If the parent has accepted an offer but does not complete registration by June 30th or does not respond to follow up communications the student’s name is moved to the end of the waiting list.

Waiting List

1. The waiting list is generated through the applying admission preferences as listed in PowerSchool Enrollment System. The waiting list governs the order in which openings are filled and monitored by Technology Administrator, Principal, and Enrollment Team members.
2. If a parent or guardian applies after the lottery and all seats for the desired grade have been filled, the parent is notified via email at the time of application of the position that the student will be assigned at the end of the waiting list.
3. If a seat becomes available at a later date due to the departure of an enrolled student or a declined of a new applicant, or non responding applicant who has accepted an offer but not completed registration by July 1st of the new academic year, a member of Downtown Value's office staff calls parents in the order of placement on the waiting list. Parents are given email and telephone contact information and directed to contact the school within two business days by email, phone call, or in person to indicate interest in the seat.

Lottery records

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

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

Element 9: Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
 - i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

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

approved auditors, interviews prospective auditors and reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

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

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

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

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not

graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

Students with Disabilities

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

Outcome Data

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

Rehabilitation Plans

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

Readmission

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

Reinstatement

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

Gun-Free Schools Act

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

School Climate and Student Discipline System

The Charter School's values-based school climate and student discipline system are consistent with the principles of the District's *Discipline Foundation Policy*, *School Discipline Policy* and *School Climate Bill of Rights* resolution in that it uses schoolwide positive behavior support and discipline prevention; implements tiered behavior intervention; employs multiple alternatives to in-school and out-of-school suspension; and provides professional development to teachers, administrators, and staff on all aspects of the DVS discipline policies. The professional development plan includes regular training sessions for staff on core values, the discipline policy, focusing on clear communication of our values, consistent implementation, and modeling of expectations. Staff will participate in workshops that cover positive behavior interventions, restorative practices, and effective communication strategies with students and families. Ongoing coaching and feedback will ensure alignment with the school's discipline approach, and key policies will be reinforced through staff meetings, parent outreach, and student assemblies to maintain consistency across the school community on our values and behavior expectations.

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

Responsible Behavior for Students

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

- politeness and courtesy to all (e.g., teachers, students, volunteers, visitors);
- kind words about others: statements that degrade another for any reason are not acceptable; language that is crude, obscene or in any way may be considered a form of sexual harassment is unacceptable; threats to a person's well-being and all forms of bullying—even if made in jest—are not acceptable;
- just or kind actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting are not acceptable; taking or destroying or in any way reducing in value the property of another (including the community property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;
- making healthy choices, including avoiding tobacco, controlled substances and alcohol: Substances that impair judgement, health, or the wellbeing of others are prohibited on campus.

Values outlined in the provisions are not merely theoretical, but are actively taught and applied throughout the student discipline process at Downtown Value School. The discipline policy is rooted in restorative practices, equity, and fairness, which are consistently reinforced through our curriculum, student support services, and behavioral interventions. We ensure that these values are not only part of our written guidelines but are also put into practice through regular staff training, student education, and in the resolution of disciplinary matters, supporting a positive and inclusive school culture.

Respecting human dignity includes tolerance of another's rights and differences, but is more than that. Beyond just getting along with others, human persons have the opportunity to benefit from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such habits as:

- cooperation with teachers and students in academics and other activities;
- honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation;
- resolving differences peacefully: going beyond the avoidance of negative words or violent actions and seeking a way to live and work together so that everyone can benefit—resolving differences peacefully sometimes means bringing in another person (most often an adult) who can help find a solution that works for everyone;
- getting help for those in need—this includes help for those who are physically sick or injured and those who are psychologically suffering because of some personal problem (e.g., substance abuse or depression) of some family situation (e.g., death of a parent or

divorce) and of some peer pressure (e.g., conflicts in school or with friends, pressure from gangs);

- following safety rules so that all can feel and be secure;
- regular attendance—because frequent absences affect school funding that reduces resources for all as well as one’s own education.

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

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

Interventions, Rather Than Sanctions

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

Downtown Value School employs a Restorative Justice model to implement its discipline policy. DVS believes that everyone deserves multiple opportunities for growth and development. Restorative Justice allows those who have been harmed the opportunity to be heard, have input into resolution and have access to support. It also holds accountable those who caused the harm and gives them a role in making amends, included but not limited to behavior that disrupts classroom instruction and/or school-wide activities and/or willful defiance or behavior related to punctuality or attendance. Using Restorative Justice in the context of the core values, most problems are resolved with respectful, non-blaming communication and a problem-solving approach.

1. Interventions by Classroom Teachers

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

- Help student find and carry out restitution for wrongdoing.
 - Contact parent to meet with student and teacher.
2. Interventions by Administrators

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

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

Sanctions Other Than Suspension and Expulsion

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

Charter School students are required to wear uniforms, and the uniform includes a school logo. Upon enrollment, we provide each student with a uniform and two school logos. For families in need of additional uniforms, we offer assistance to ensure access. Complaints regarding non-compliance with the free schools guarantee (Ed Code 49010 et seq.) can be addressed through our formal Uniform Complaint Procedure, which involves submitting a complaint to the school administration for prompt review and resolution, as well as an appeal to the CDE.

Restorative justice plans are tailored to the individual situation by the Principal or designee, and teacher. For example, a student who was disrespectful may work with younger students during their recess to work on modeling respectful behavior. A student who commits vandalism may help in a campus beautification project. A restorative justice plan is written with clear criteria explaining the behavior necessary for the student to return to normal standing in the community, and these plans are given to the student’s parents.⁴⁴

⁴⁴ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker

The Charter School monitors student behavior data using Deans List and PowerSchool Student Information System (SIS) to record behavior. These platforms allow for the consistent tracking and analysis of student behavior, ensuring that data is used to support communication, interventions, and maintain a positive school environment. Data is reviewed by school principal, Chief Executive Officer, and board members to identify trends, address concerns, and ensure compliance with school policies and applicable laws.

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

In-School Suspension

Students serving in-school suspension will be assigned to an appropriate space on campus. This may include an available office space, the Learning Center, or another designated classroom where they can complete their assignments under supervision.

The student(s) serving the suspension will be supervised by a certificated teacher, and/or administrator, and support staff will assist to ensure a safe and productive environment during the in-school suspension period per Education Code § 48911.1 as it applies to Charter Schools related to supervision of the in-school suspension.

During in-school suspension, students will receive instruction through a structured and supportive process. Assigned work will be provided by the student's regular teachers to ensure continuity in their education. The supervising certificated teacher or administrator, will support and facilitate the completion of these assignments, offering guidance and classified staff may provide assistance as needed per Education Code § 48911.1 as it applies to Charter Schools related to supervision of the in-school suspension. Additionally, students may have access to online learning resources or instructional materials relevant to their coursework. The goal is to keep the student engaged in their academic responsibilities while they serve their suspension.

When a student is assigned an in-school suspension, the family—or, if applicable, the foster child's educational rights holder, attorney, and county social worker—will be promptly notified. Notification will be provided via phone call, followed by a written notice, which may be sent through email or a letter.

The notification will include the following information:

and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the terms "parent" or "parent/guardian" shall include these parties.

- The reason for the in-school suspension, including details of the incident leading to the decision.
- The duration of the suspension, specifying the dates and times the student will serve the suspension.
- The location where the student will be serving the suspension on campus.
- The procedures for supervision and the type of instruction the student will receive during the suspension.
- Any additional expectations or requirements for the student during the suspension period.

The notification will also offer an opportunity for the family or involved parties to discuss the suspension with the school administration and address any concerns or questions they may have.

The maximum number of days a student may be assigned to in-school suspension is as follows:

- Per Incident: A Student can be assigned up to 5 consecutive days of in-school suspension for a single incident.
- Per Academic Year: A student may be assigned in-school suspension for a cumulative total of up to 20 days within the school year.

For students with special needs, additional legal protections apply under the Individuals with Disabilities Education Act (IDEA). In such cases, suspensions must be carefully evaluated to ensure compliance with their Individualized Education Program (IEP), and any disciplinary actions exceeding 10 cumulative days must trigger a review to determine if the behavior is a manifestation of the student's disability.

These limits are established to balance the need for discipline with the importance of maintaining the student's educational progress throughout the academic year.

To ensure that in-school suspension at Value Schools aligns with best practices and maintains the safety of students, staff, and visitors, the following strategies will be implemented while adhering to the requirement that grounds for in-school suspension must not exceed the grounds for general suspension:

1. Grounds for In-School Suspension

To mirror **Education Code §§ 48900** and **48900.5**, which apply to traditional public schools, Downtown Value School will use in-school suspension for less severe offenses where it is deemed more appropriate than out-of-school suspension. In-school suspension provides an opportunity for students to reflect on their behavior while still receiving instructional support, and is generally reserved for the following types of offenses:

- Minor physical altercations where no serious injury occurs.
- Use of inappropriate language or gestures not rising to the level of harassment or threats.

In-school suspension will not be used for the following severe offenses:

- Hate Violence: Acts where a student causes, attempts to cause, threatens to cause, or participates in hate violence will result in immediate out-of-school suspension or alternative disciplinary measures.
- Harassment, Threats, or Intimidation: Any behavior involving harassment, threats, or intimidation against other pupils or school personnel will be grounds for out-of-school suspension, not in-school suspension.
- Terrorist Threats: Any student who makes terrorist threats against school officials or property will face out-of-school suspension or more severe disciplinary actions.

2. Alternative Disciplinary Actions for Severe Offenses

For offenses involving hate violence, harassment, threats, or terrorist activities, Value Schools will use out-of-school suspension, expulsion, or referral to law enforcement as appropriate. In-school suspension will not be an option for these serious offenses, ensuring that the school remains safe and secure for all.

3. Enhanced Safety Protocols

For cases where in-school suspension is considered for other less severe offenses, enhanced safety measures will be implemented. This includes securing the in-school suspension environment with strict supervision by certificated staff, ensuring that students involved in less severe but concerning behaviors are closely monitored.

4. Restorative Practices as an Alternative

Downtown Value School determines the threshold of disciplinary actions, such as in-school or out of school suspension, based on the severity and nature of the offense, in alignment with applicable laws and the school's code of conduct. For example, harassment or threats off-campus behaviors related to school activities or attendance, under EC 48915(b) or disrupting school wide activities EC 48900(k)(1) that do not meet the threshold for out-of-school suspension or expulsion are addressed with appropriate interventions. In cases where the offense does not meet the legal or school policy threshold for suspension, Downtown Value School will prioritize restorative justice practices listed above in the interventions not sanctions section. Restorative justice serves as an equitable alternative, focusing on repairing harm through mediated discussions, community service, and fosters accountability. This approach ensures fairness in the process, allowing students to learn from their mistakes in a constructive way while maintaining a safe and supportive school environment.

5. Staff Training and Support

Staff will receive training on how to handle incidents of hate violence, harassment, and threats, ensuring that they can respond effectively and safely. This includes understanding when to escalate to out-of-school suspension or law enforcement and how to support students in making positive behavioral changes.

6. Individualized Student Support

For students who commit less severe offenses that do not involve hate violence or threats, individualized support plans will be developed. These plans may include counseling, behavioral interventions, and academic support, helping the student to address underlying issues and avoid future incidents.

7. Parental Involvement

Parents or guardians will be actively involved in the disciplinary process for serious offenses. This collaboration ensures that the response is appropriate and that the student receives consistent guidance and support at home and at school.

8. Regular Policy Review

Value Schools will regularly review and update its disciplinary policies to ensure they comply with state regulations and effectively address student behavior while safeguarding the school community.

9. Communication and Transparency

All stakeholders, including students, parents, and staff, will be informed of the disciplinary policies and the specific circumstances under which in-school suspension may or may not be used. This transparency ensures that everyone understands the rationale behind disciplinary decisions and the emphasis on safety and fairness.

By adhering to these guidelines, Value Schools will ensure that in-school suspension is used appropriately and only for offenses that warrant this level of discipline, while more severe offenses will be addressed with the appropriate seriousness and alternative disciplinary measures.

Suspension and Expulsion - Overview

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

As described in the In School Suspension section, students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community.

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

- Be provided no less than five schooldays before the effective date of the action;
- Be written in the student's native language or that of the student's parent, guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and
- Inform the recipient(s) of the right to initiate certain notice and hearing procedures (described below) before the action is taken.

If the parent, guardian, or educational rights holder asks for a hearing procedure, as is their legal right, the student shall remain enrolled and shall not be removed until Downtown Value issues a final decision. Involuntary removal provisions do not apply to suspension.

Grounds for Expulsion or Suspension

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

1. Grounds for Suspension *and* Expulsion : Student Offenses with No Principal Discretion (except as otherwise precluded by law).

Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus :

- a. Possessing, selling, or furnishing any firearm.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance.
- d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in
- e. Possessions of an explosive

- The term "knife" means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

If it is determined by the Discipline Review Committee and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

2. Grounds for Expulsion (Student Offenses with Limited Principal Discretion)

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

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d. Robbery or extortion.
- e. Assault or battery upon any school employee. Note: A serious physical injury includes, but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (Penal Code Section 243.)

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

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

3. Grounds for Suspension and/or Expulsion (Student Offenses with Broad Principal Discretion)

The rationale behind the principal having varying levels of discretion on the expulsion spectrum for different offenses lies in balancing the need for school safety with the developmental and educational needs of students. Expulsion is a severe consequence, so California Education Code (EC) differentiates between offenses that warrant mandatory expulsion recommendations and those that allow for broader discretion, ensuring that each situation is addressed in proportion to its seriousness. The principal has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of a Value Schools campus; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1])
- b. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant.
- c. Sold, furnished, or offered a substitute substance represented as a controlled substance.
- d. Caused or attempted to cause damage to school or private property.
- e. Stole or attempted to steal school or private property.
- f. Possessed or used tobacco.
- g. Committed an obscene act or engaged in habitual profanity or vulgarity.
- h. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
- i. Disrupted school-wide activities.
- j. Knowingly received stolen school or private property.
- k. Possessed an imitation firearm.
- l. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.
- m. Engaged in sexual harassment. **
- n. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. **
- o. Made terrorist threats against school officials or school property, or both.
- p. Willfully used force or violence upon the person of another, except in self-defense.
- q. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.
- r. 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.
- s. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- t. Engaged in, or attempted to engage in, hazing.
- u. Aided or abetted the infliction of physical injury to another person (suspension only).

v. 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.

“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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“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, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the

likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, 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.

- b. possess

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

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- c. ** The following education codes are only inclusive for Grades 4 through 12
- d. Willful defiance and behavior related to punctuality and attendance do not qualify for neither in or out of school suspension.

The varying degrees of discretion provide a necessary balance. For Downtown Value School, this approach allows the principal to address threats to student, staff, and visitor safety in a nuanced manner. Offenses that pose clear and direct risks, like violence or weapon possession, can result in stronger disciplinary actions, while more subjective or less severe behaviors can be handled with interventions that support student growth and rehabilitation. This discretion ultimately serves the best interests of students, allowing for discipline that is both equitable and individualized to each incident, while also protecting the broader school community.

Involuntary Removal for Truancy

As Charter Schools are schools of choice and as a Charter School student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Downtown Value School shall act in accordance with compensatory education laws applicable to students with disabilities. If attendance or truancy is a ground for involuntary removal, the policy will include protections for students with IEPs or 504 Plans. A manifestation determination meeting will be held to assess whether the truancy is related to the student's disability, and appropriate steps will be taken to ensure compliance with IDEA and Section 504, including the provision of compensatory education as needed to support the student's continued access to a free appropriate public education (FAPE).

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information.

Suspension / Expulsion Process

General

The process for investigating incidents and collecting evidence will be fair and thorough. The principal has the authority to suspend and to recommend expulsion, subject to the due process rights of students and parents/guardians. In order to limit students being out of the classroom, the maximum consecutive number of school days for an in-school or out-of-school suspension for a single incident is five. Unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal, the suspension may be extended by the principal or designee, provided that the total suspension period does not exceed **30 instructional days in a year for a general education student**. The maximum number of suspension days for students with disabilities is ten in a year. For students with disabilities, any suspension beyond 10 cumulative school days triggers a requirement to hold a manifestation determination meeting, as outlined in **California Education Code § 48915.5** and **IDEA** regulations, to determine if the behavior was a manifestation of the student's disability. During this period, the school must ensure that the student continues to receive services, as specified in their IEP or 504 Plan, to support their educational progress and meet their needs while maintaining the safety and order of the school

environment.

At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

When the principal or designee learns from staff that a disciplinary incident needs investigation, he or she immediately attempts to contact the parents/guardians to inform them that an investigation regarding their student is under way and that the investigation could lead to a temporary or permanent removal from the classroom, and that there will be a meaningful opportunity to be heard prior to suspension. In a typical investigative process (i.e., a non-emergency situation), the principal or designee gathers known witnesses to the incident and asks each to write an account of the event in question. If more witnesses are discovered through this process, they are asked to submit witness statements as well. Students/witnesses who need help writing the statement (e.g., because of language, maturity or developmental barriers) may dictate it to them. The principal or designee reads the witness statements and conducts interviews with witnesses to clarify the facts. These interviews are conducted in the spirit of the core values, with the goal of reinforcing principles of honesty and community. With the facts determined, the principal or designee interviews the involved or accused student to learn that person's side of the story. They then submit the evidence to the principal. If necessary, the principal may conduct follow-up interviews with witnesses to clarify the evidence.

Based on the investigation outcome, the principal contacts the parents/guardians to let them know whether the matter has been resolved or will proceed to a suspension conference.

Suspension Procedures

Notice to Parents/Guardians; Informal Pre-suspension Conference

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

In the case of an emergency suspension without a conference, both the parent/guardian and the student are immediately notified of the student's right to return to school, no later than the next school day, for purposes of a conference with the principal or the principal's designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or another advisor.

Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference, and that

no penalty will be imposed on the student if they do not attend. If information gathered during the investigation vindicates the student, the disciplinary process will be halted, and all accusations will be cleared. The student will be reinstated without penalty, and efforts will be made to restore the student's standing within the school community. Additionally, the school will take appropriate steps to ensure the student is not subject to any further negative consequences or stigma related to the initial allegations. So, if information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

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

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

Activities During Suspension

Both in-school and out-of-school suspensions are intended to maintain safety and order, modify behavior, and continue the education of the suspended student. In-school suspensions are usually served in the principal's office or other non-classroom space depending on who is overseeing the student during the suspension (typically the principal or designee). During teacher preparation times throughout the day (e.g., before school, at recess or lunch), the classroom teacher provides one-on-one instruction about the day's lesson and learning targets, and assigns suitable work. Throughout the school day, if the student needs additional attention from the classroom teacher to ask questions or explain lessons, the suspension monitor acts as a liaison with the teacher. If necessary, a properly credentialed staff member provides coverage for the classroom teacher while he or she deals with the needs of the suspended student. The student has access to appropriate educational supports during that time (e.g., the ability to pose questions to the teacher). The principal or designee of discipline also oversees any restorative justice component of the suspension that may be assigned for the student to perform, such as during recess or lunch periods.

For students with an IEP or 504 Plan, the following action steps will be implemented during suspension:

1. **Collaboration with Special Education Staff:** The student's case manager or appropriate special education staff member will collaborate with the classroom teacher to ensure that assignments are modified or accommodated as required by the IEP or 504 Plan.
2. **Access to Support Services:** If the student receives related services (e.g., speech therapy, occupational therapy, counseling), efforts will be made to provide these services during the suspension period, whether in-school or through alternate arrangements.
3. **Behavioral Support:** If the student's IEP or 504 Plan includes a Behavior Intervention Plan (BIP), the suspension will align with the strategies outlined in the BIP. The school will continue to monitor the student's behavior and provide additional behavioral supports as necessary.
4. **IEP/504 Team Consultation:** If the suspension lasts for more than 10 days or is part of an ongoing disciplinary issue, the IEP or 504 team will convene to assess whether the suspension affects the student's access to their educational program and to consider any necessary adjustments or additional supports.
5. **Progress Monitoring:** The student's academic progress and behavioral response will be closely monitored, with data shared between the suspension monitor, special education staff, and the classroom teacher to ensure that the student remains on track academically and behaviorally.

These steps ensure that students with an IEP or 504 Plan continue to receive the necessary support and accommodations during suspension, in compliance with their legal rights.

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

Appeal of a Suspension

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

- When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;

- Who will conduct the hearing – the hearing officer will be the Chief Executive Officer of Value Schools or, in the event of a conflict, an administrator from a Value Schools campus other than Downtown Value School, who is not familiar with the events at issue;
- Who may attend the informal hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence that proper procedures were not followed at the school level;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

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

Expulsion Procedures

Recommendation for Expulsion

If the action for which a student has been suspended is one that requires or may warrant expulsion, the principal appoints a Reviewing Officer. Per **California Education Code § 48911(g)**, the Reviewing Officer must be a certificated staff member, such as an assistant principal, senior teacher, or another school administrator, who was not involved in the initial suspension or expulsion recommendation., who is not familiar neither with the circumstances nor the details surrounding the incident. The Reviewing Officer: (1) determines whether the student’s suspension should be extended pending an expulsion hearing; and (2) contacts the Value Schools CEO, or designee, to request that a Discipline Review Committee (“DRC”) be appointed to conduct the expulsion hearing. Both steps are explained below. The expulsion process applies to students with IEPs or 504 Plans; however, specific protections are in place to ensure compliance with federal laws, such as the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Before expulsion, a **manifestation determination meeting** must be held to determine if the behavior was a manifestation of the student’s disability. If it is determined that the behavior is related to the disability, the student cannot be expelled, and the IEP or 504 team must consider alternative supports or placement options. Additionally, for students with disabilities, the school must ensure that they continue to receive a free appropriate public education (FAPE) during the expulsion process, including access to compensatory education services if needed, to make up for any educational time lost during suspension or expulsion. This guarantees that the student’s educational rights are protected throughout the disciplinary process.

Suspension Pending Expulsion Hearing

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

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

The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, unless a pupil enrolls in or is transferred to another school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. Pending the expulsion proceeding, Value Schools will ensure that students, including those with disabilities, are provided with an appropriate interim placement. For general education students, this placement will be in an alternative educational setting that ensures continuity of instruction. For students with disabilities, the interim placement will be determined in accordance with the Individuals with Disabilities Education Act (IDEA), ensuring that their educational needs are met in the least restrictive environment while maintaining compliance with their Individualized Education Program (IEP). The placement will be made in consultation with the student's IEP team to ensure proper support and services are provided.. Downtown Value will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

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

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

Expulsion Hearing

The Value Schools CEO, or designee, appoints a Discipline Review Committee of two certificated members and up to four members in total (certificated and/or classified) uninvolved with the

incident. The DRC may not include the principal, any of the student's current teachers or coaches, the Reviewing Officer, or the Chief Executive Officer of Value Schools. At least one member will be an administrator from another Value Schools campus.

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

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

Parents are notified of:

- The date, time and place of the hearing, and options for obtaining a reasonable postponement to prepare for it
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or a non-attorney advocate
- Options for reasonable accommodations and language support if needed
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student
- The intention to hold the hearing in a closed session unless the student's parent/guardian makes a written request, at least ten (10) business days prior to the hearing, that the hearing be held in an open session.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted

and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from unidentified witnesses to the alleged offense, if the Discipline Review Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

In the event of an expulsion hearing involving a sexual offense, the DRC will consult with a mental health professional or victims' rights advocate for advice concerning the unique needs of any witness, including a complaining witness, to permit a full examination of the facts while protecting the rights of all persons involved. In such cases, the complaining witness in any sexual assault or battery case will be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The Charter School will also provide the complaining witness a room separate from the hearing room for use prior to and during breaks in testimony.

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

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

Discipline Review Committee Decision

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

Notice of Decision

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

Appeal of an Expulsion

An appeal of an expulsion decision must be made in writing to the Chief Executive Officer of Value Schools, or designee, within ten business days after the DRC's decision is received by the parents/guardians. The written appeal must specify the grounds for the appeal. Upon receipt of the appeal, the CEO, or designee, notifies the Value Schools Board, the entity that hears the appeal, that an appeal has been filed. The Value Schools Board of Directors will serve as the impartial appeals panel for expulsion cases. The board members designated for the appeals process will not include individuals who were involved in the original expulsion recommendation or decision, ensuring an unbiased review. The board will follow due process, as outlined in the school's discipline policy, and ensure fairness and compliance with all applicable legal standards during the appeals process.

Within ten (10) calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools or designee provides the parents/guardians with notice of the following:

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

All timelines may be shortened or extended by mutual agreement, and agreement is not to be unreasonably withheld by the Charter School. Upon request of the student and/or parents, the

Board may decide the matter based on the written appeal and record submitted, without a hearing. Whether decided on the record or after a hearing, the appellate decision is given in writing not later than three days after the conclusion of the submission of all materials and conclusion of any oral presentations. The decision of the DRC shall not be reversed arbitrarily or capriciously.

Following an expulsion appeal at Downtown Value School, there are several possible outcomes, each handled in accordance with applicable laws and district guidelines:

1. **Affirmation of Expulsion:** If the appeal is denied, the original decision to expel the student will stand. The student will remain expelled for the term specified in the expulsion order. The school will continue to provide access to rehabilitation programs or educational resources as outlined in the rehabilitation plan, and the student will be eligible for reinstatement or readmission upon successful completion of the plan.
2. **Reversal of Expulsion:** If the appeal results in a reversal of the expulsion, the student will be immediately reinstated to the school. The school will work with the student and family to provide any necessary support to facilitate the student's return and reintegration into the academic environment, including counseling or additional behavioral support if needed.

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

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

Readmission or Admission of Previously Expelled Student

Downtown Value's policies and procedures regarding rehabilitation plans for expelled students outline the following components:

1. **Term of Expulsion:** The term of expulsion is typically set for one calendar year but may vary based on the offense and other factors. During this period, the student must meet the criteria outlined in their rehabilitation plan.

2. **Rehabilitation Plan Criteria:** The rehabilitation plan includes specific requirements that must be completed before the student is eligible for readmission. These may include:
 - o Regular attendance at an alternative educational setting.
 - o Participation in counseling or support services.
 - o Completion of academic or behavioral improvement programs.
 - o Involvement in community service or restorative justice activities.
 - o Demonstrated behavioral improvement and compliance with school rules.
3. **Timelines for Reinstatement/Readmission:** Once the expulsion term is completed and the rehabilitation plan requirements are fulfilled, the student may apply for readmission. The timeline for this process allows for eligibility at the end of the expulsion term, subject to review by the Board or designated committee to assess the student's progress.

Downtown Value's rehabilitation plan is designed to support the student's successful return to the educational program, focusing on both academic and behavioral improvements.

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or Charter School who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the CEO or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Board's discretion regarding the admission of non-DVS students with discipline history will be applied at the point of **enrollment**, as this is when student discipline history can lawfully be collected under California Education Code § 47605(d)(4). This allows the school to review the applicant's disciplinary record and make informed decisions while ensuring compliance with legal guidelines regarding student privacy and non-discriminatory admissions practices. The CEO or designee shall make a recommendation to the Board of Directors or designee committee following the meeting regarding the CEO or designee's determination. The Board or designee committee shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA and District of Residence

The Charter School shall immediately notify the SELPA and District of Residence and coordinate the procedures in this policy with the SELPA and District of Residence of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students

without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School had knowledge that the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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(c)(5)(K).)

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

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

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

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

Coverage Offered.

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

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

The Charter School will participate and continue participation in CalPERS for the duration of the charter school's existence under the same CDS code for any other staff position(s) not included in the other two categories above.

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

Element 12: Public School Attendance Alternatives

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

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

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

As a school of choice, Downtown Value School does not restrict enrollment to pupils of Los Angeles Unified School District. Applicants will be informed of their public school attendance alternatives during the lottery and enrollment processes by referral to resources such as LAUSD’s CHOICES brochure and website.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Downtown Value School
950 W. Washington Blvd., #547
Los Angeles, CA 90015

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Downtown Value School
950 W. Washington Blvd., #547
Los Angeles, CA 90015

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

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

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

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agents

In the event that Downtown Value School closes, the Chief Executive Officer and Chief Financial Officer of Value Schools will serve as closure agents, unless the Value Schools Board determines otherwise.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be coterminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner

as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and

provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at

a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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, canceled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Downtown Value School (also referred to herein as “DVS,” “Downtown Value,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School

shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full

implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

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

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be

digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any

student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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(c)(5)(I).)

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

***(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."* (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and

to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School

unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if

by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Downtown Value School
950 W. Washington Blvd., #547
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered

in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Downtown Value School
950 W. Washington Blvd., #547
Los Angeles, CA 90015

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

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any

and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

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

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter

School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner

as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions

of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers

Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days’ notice to Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours’ notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)