



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## UNIVERSITY HIGH SCHOOL CHARTER

A DISTRICT AFFILIATED CHARTER SCHOOL

11800 Texas Avenue

Los Angeles, CA 90025

## Renewal Charter Petition

Submitted  
March 12, 2026

### TERM OF CHARTER

**JULY 1, 2026 TO JUNE 30, 2031**

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Assurances, Affirmations, and declarations	

[University High School Charter”, “District Affiliated Charter School” 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, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (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 the pupil's 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).) Charter school shall not enter into settlement agreements requiring students to disenroll or transfer to another school.
- 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 the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(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).)***

### GENERAL INFORMATION

● The name and title of the contact person for Charter School is:	<i>Claudia Middleton</i>
● The contact address of Charter School is:	<i>11800 Texas Avenue Los Angeles, CA 90025</i>
● The contact phone number for Charter School is:	<i>(310) 914-3500</i>
● Charter School is located in LAUSD Board District:	<i>4</i>
● Charter School is located in LAUSD Region:	<i>West</i>
● The grade configuration of Charter School is:	<i>9th-12th</i>
● Charter School’s scheduled first day of instruction in 2026-2027 is:	<i>August 12, 2026</i>
● The current operational capacity of Charter School is:	
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>1373</i>

● The bell schedule (e.g. daily hours) for Charter School will be:	<b>Traditional 6 period day</b>
● The term of this Charter shall be from:	July 1, 2026-June 30, 2031
● If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	8

**SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL**

University High School Charter’s first term as an affiliated school, consisted of fluctuating enrollment patterns. This can be attributed to the many factors that transpired from its inception, including the period of COVID years to the recent years of ICE enforcement in our communities.

In spite of these challenges our school community has continued to strive for excellence. As per DataQuest reports, University High School 4 Year Adjusted Cohort Graduation Rate has exceeded the LAUSD District, LA County and statewide averages. In the 2020-2021 academic year and per Region West reports, University High School Charter was the school with the highest graduation rate in the region. Additionally, Data Quest reports also show University High School Charter’s college going rate higher than the LAUSD District, LA County and statewide averages.

One persistent challenge that we continue to face is chronic absenteeism. The percentage of students in the chronic band have not decreased to pre-covid levels. Data Quest reports demonstrate a high percentage of chronic absenteeism for the last three years starting with the 2022-2023 academic year. These percentages are higher than the LAUSD district, LA County and statewide. However, the 2025-2026 academic year began with a significant improvement in student attendance. In October of 2025 and as per Region West reports, University High School Charter was one of three high schools in Region West with the lowest chronic absenteeism.

The success of the key features has been consistent throughout the duration of the first term after becoming an affiliated charter school. The collaboration between University High School Charter and West LA College has strengthened over the years. This collaboration contributes to an increase in student enrollment and increase in college course completion rate. Additionally, this academic year two periods of college courses were added during the instructional day: Allied Health in the fall and kinesiology in the spring. Refer to the WLAC data below.

<b>Fall 2024</b>	<b>Fall 2025</b>
Health 011: 12/16 completed Child Development 002: 12/13 completed	Health 011: 13/14 completed Psychology C1000: 16/18 completed Allied Health (in person): 25/27 completed

Spring 2025	Spring 2026 (ongoing)
Heath 011: 13/18 completed Real Estate 001: 7/17 completed	Health 011: 19 enrolled Child Development 001: 19 enrolled Kinesiology (in person): 42 enrolled

### CTE Courses

The Animation CTE pathway was closed at the end of the 2024-2025 academic year due to lack of student interest. Instead, University High School Charter now offers the Patient Care pathway in Kinesiology as part of the dual enrollment program and as part of the College & Career Access Pathways Grant. The principal and APSCS (administrator responsible for developing the master schedule) gauge student interest in the CTE pathways and monitor enrollment and course completion.

Currently, these pathways include:

- Patient Care
- Graphic Design

### Edu Care - New Partnership for the After School Program

Due to the defunding of the UCLA program that partnered with LAUSD in past years, Uni now has a new partnership with Edu Care through the LAUSD Beyond the Bell program. This new partnership afforded the opportunity for uninterrupted after school academics and extra curricular activities for students. These programs include three different components: Academics, Enrichment and Recreation.

Academics Program include: Speech & Debate, Tutoring and the Breakfast Club, Resource Center

Enrichment Program include: Driver's Ed, Robotics, Leadership, Theater, Dance Team, and Drumline

Recreation Program include: Performance team, Strength & conditioning and Folklorico

### YMCA Partnership

Unfortunately, one challenge that we face this academic year is the limited use of available facilities space at the YMCA. The YMCA facilities are undergoing renovation and our sports teams have been tremendously impacted. In particular, the swim and water polo teams have been the most impacted and student athletes now have to travel further to practice and condition for meets.

Regarding the academic performance of University High School Charter student, the 2025 CA Dashboard shows the following:

No student groups are in the red band for English Language Arts.

The following student groups: African American, Hispanic, Socioeconomically disadvantaged and students with disabilities are all in the orange band, with the white student group in the blue.

- ❖ African American student group declined by 10.6 points.
- ❖ Hispanic student group declined by 13.9 points.
- ❖ Socioeconomically disadvantaged student group declined by 13.1 points.
- ❖ Students with disabilities increased 21.9 points.

As per the 2025 CA Dashboard, students with disabilities were the second group of students who demonstrated growth in English Language Arts, the white cohort of students demonstrated a significant increase of 51.4 pts.

For the last two years, teachers have been trained on utilizing the new and/or updated District platforms to analyze student data and/or to use the support in place by these platforms. In particular, the iReady platform and IXL platforms and Whole Child 2.0. The special education department has taken the lead and has implemented in the classroom some of the iReady Personalized Learning Tools with more fidelity than other departments. Special education teachers allocate time in class for students to access the MY Path lessons, which provide targeted and adaptive instruction depending upon the student's strengths and areas of growth based on their student's reading and math diagnostic performance.

As per the 2025 CA Dashboard, no student groups are in the red band for math. All of the student groups are in the yellow band, these include: African American, Hispanic, Socioeconomically disadvantaged and students with disabilities.

Although the students with disabilities are still in the orange band, this group demonstrated an increase of 22.4 points. The white student group demonstrated an increase of 12.9 points.

Teachers at University HS Charter continue to increase engagement in Professional Development learning opportunities that embed a focus on small group instruction, intervention strategies and the integration of iReady My Path, IXL and Delta math into their practice. Teachers continue to increase engagement in data analysis sessions, working collaboratively to review student progress and adjust instruction to better meet the needs of struggling learners, especially students with disabilities.

As per the 2025 CA Dashboard, 51.3% of All students met proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science (CAA). Although all groups maintained their percentages, the English Learner group of students placed in the red band.

The groups in the yellow band include: African American, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. The only group of students placed in the blue band is the white group of students.

As per the 2025 CA Dashboard and in comparison to Class of 2024, Class of 2025 demonstrated an increase of 15.5% (39.2% to 54.7%) as qualifying as prepared.

- ❖ All students as a cohort of students increased by 7.6% demonstrating that 54.7% of students are placed in the “Prepared” level on the College/Career Indicator.
- ❖ Students with disabilities are placed in the yellow band with 16.7% increase.
- ❖ African American students are placed in the green band with 18.7% increase.
- ❖ Hispanic students are placed in the green band with 7% increase.
- ❖ Socioeconomically disadvantaged students are placed in the green band with 5.8% increase
- ❖ White students are placed in the green band with a 9.3% increase.

Tremendous effort has been placed in the provision of enrolling students in academic interventions that include the following:

- ❖ Winter Academy
- ❖ Spring Academy
- ❖ Summer School
- ❖ Academic support on Saturdays for English Learner Students
- ❖ Mentoring groups for BSAP students: College Girls and Stepping in the Right Direction and The Better Making of Men Programs

University High School Charter is working towards full implementation of Equitable Grading practices across all content areas. Currently, departments are reviewing the stipulations on bulletin 1353.2: *Grading & Marking Practices and Procedures in Secondary Schools* and reflecting on how their department's grading practices reflect the bulletin's expectations. Teachers will work on identifying any misalignment and will revise their course syllabi for the 2026-2027 to reflect these revisions for implementation. Additionally, teachers will work on developing and/or modifying common assessments that will continue to drive instruction. Lastly, teachers will reflect and identify current practices and make necessary revisions to the provision of opportunities students have to demonstrate proficiency.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

The faculty, staff, administration, and parents of University High School Charter are committed to meeting the needs of our culturally, socioeconomically, and linguistically diverse student body. University High School is committed to providing an environment that both supports and challenges every student to attain their highest level of social, intellectual, and physical development. Our goal of nurturing accomplished, responsible,

and well-rounded students is summed up by the motto, "A Tradition of Excellence." To this end, University High School maintains the following vision where:

- Each student is prepared for the rigors of college-level study by emulating the educational excellence of the finest colleges.
- All students are career-ready.
- Each student will develop the knowledge, skills, and values required to flourish in and contribute to a democratic, multicultural, pluralistic society in an interdependent world.
- Relevant technology is readily available and integrated into curricular and administrative activities.
- All students have equal access to the full range of educational opportunities, regardless of socioeconomic, cultural, linguistic, or family background.
- Cross-curricular and interdisciplinary approaches develop the natural relationships between subjects.
- The school environment is safe, clean, and intellectually stimulating in curricular, cocurricular, and extracurricular endeavors. University High School's curriculum rests firmly on the belief that all individuals are connected. As such, we develop students' understanding of social institutions including family, school, local community, city, State, national and global structures. However, those understandings begin on a personal level. The diversity of our students and their families provides an ideal atmosphere in which to develop appreciation for one another's background and culture. According to Jacobson (2016), "The institutions of a neighborhood are vital to its health and economic strength, and public schools are one of the most important shared institutions. They function not only as centers for providing education but also as hubs for communities to organize a range of supports and opportunities for children and their families."

On this note, University High School Charter will:

- Continue to empower students with stimulating, challenging, and diverse course offerings.
- Prepare students to be independent thinkers and learners who are encouraged to solve problems with a collaborative mindset as they engage in their course of study.
- Encourage students to participate in extracurricular activities such as leadership, student government, athletics, visual and performing arts, clubs, internships, and volunteer service, to increase student engagement, belonging, pride and motivation.
- Facilitate the use of innovative teaching strategies that maximize student learning opportunities, including interdisciplinary and cross-curricular teaching, the use of current research, and attending progressive off-site professional development.
- Ensure that all departments emphasize standards adopted by the Los Angeles Unified School District and the State of California.
- Provide all students with the tools to become lifelong learners by providing and educational program that inspires curiosity, increases critical thinking, and develops independence.

- Provide an academically challenging environment that teaches students to successfully adapt to changes beyond high school.
- Implement research-based pedagogy that teaches skills for a changing world.
- Adapt our educational options to meet the academic and vocational needs of our diverse students.
- Differentiate instructional time to accommodate students' varying learning styles and skill levels.
- Promote interdisciplinary instruction, and focus on mastery of common core standards to improve achievement and college readiness for all students.
- Enhance students' sense of physical and emotional security by providing experiences that promote self-esteem, responsibility and collective belonging to local and global causes.
- Ensure greater parental involvement in the educational process to expand the network of services and learning provided to students.
- Expand technological literacy across the curriculum
- Strive to achieve attendance rates exceeding the District goal of 96%
- Foster citizenship among students to engender mutual respect for cultural and multi-ethnic diversity within the school.

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

University High School Charter believes that an “educated person” in the 21st century is someone who:

- Adapts to complex life and work situations by thinking critically, communicating effectively, and solving problems collaboratively.
- Is an active, ethical, and informed citizen who uses reasoning to compromise, and who connects to community and culture.
- Uses media and technology to access and analyze information and develop effective communication skills.
- Adapts their skill set for lifelong learning.
- Innovates and develops the aptitudes needed for today’s globally competitive society.
- Is curious, imaginative, and creative in pursuing their personal life vision.

Overall, University High School Charter believes that an “Educated Person” is someone who is well rounded socially, emotionally, and intellectually - a problem solver and critical thinker who builds connections through community & culture to adapt to a changing and complex global society.

Our mission, vision, and goals focus our learning framework to support innovative systems and an instructional environment designed to help students master these multidimensional abilities.

This is most effectively achieved by creating a school where students, parents, teachers, administrators, staff, and community members collaborate as a unified team.

### **How Learning Best Occurs**

University High School Charter will be a safe, learner-centered environment. We recognize the wealth of knowledge, experience, and perspectives that students possess in approaching learning tasks. In a learner-centered environment, students make observations, predictions, and hypotheses about the topic of study that are then shared with the learning community. The teacher may act as diagnostician and facilitator to help students clarify thinking and correct misconceptions. Learning tasks are designed with appropriately high expectations to challenge and engage. During their time at University High School Charter, students will share new thinking, answer and raise questions, and make connections across the curriculum.

In our learner-centered environment, teachers will promote student independence. In a learner-centered environment, teachers help students construct their own meaning with a culturally relevant curriculum. As stated in *How People Learn*, "...learner-centered environments include teachers who are aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom. If teaching is conceived as constructing a bridge between the subject matter and the student, learner-centered teachers keep a constant eye on both sides of the bridge. The teacher attempts to get a sense of what students know and can do as well as their interests and passions—what each student knows, cares about, is able to do, and wants to do. Accomplished teachers 'give learners reasons,' by respecting and understanding learners' prior experiences and understandings assuming that these can serve as a foundation on which to build a bridge to new understandings" (Duckworth's study (as cited in Bransford, Brown, & Cocking, 1999, p.124).

Teachers use the California Common Core State Standards to focus content instruction. Students discover mastery of standards through various learning modalities. The instructional environments at University High School Charter will reflect a wide range of structures including directed, guided, experiential, and independent learning. Teachers will provide direct instruction for specific skill learning while acting as flexible mentors who guide students to observe, experiment, and discover, valuing creativity, inquiry, clarity of thinking, multiple viewpoints, problem solving, and self-management. We will value hands-on experiences, multi-sensory learning tasks, and field study as essential in University High School Charter classrooms.

Existing and evolving technologies are powerful tools for student learning, and critical instruments for instructional change. While such technology is increasingly integrated into our curriculum and classrooms, students will become more prepared to live and work in a rapidly evolving Digital Age.

University High School Charter teachers will guide students to make connections between past and present events in local, state, national, and global settings. We will strive to help children see history as a continuum, cultures as unique and similar, individuals as history makers, and themselves as part of an epic story, and to realize the power and responsibility this knowledge engenders.

**How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners**

University High School Charter encourages students to be self-directed, independent thinkers who can ask questions and develop a vision of their future. Through counselor, teacher, and parent mentoring, we will support students in setting attainable and “stretch” goals to make decisions about their course of study. This investment in self-reliance will allow students to select courses that are meaningful to them and thereby promote intrinsic motivation. Similarly, instruction in core academic classes will be relevant and student-centered and use effective instructional approaches that challenge, engage, and promote active learning and participation.

Instructional methodologies (requiring students to solve problems, make evidence-based arguments, and think critically) will promote student competence in Common Core-based academic subjects and will transfer across the curriculum, thereby promoting competence in all subjects. Students will demonstrate learning through projects, presentations, research, debate, and portfolios.

Coursework-aligned service learning projects will provide University High School Charter students with volunteer experiences that extend classroom instruction, nurture thinking about career pathways, and revitalize community involvement. Through a volunteer service learning component, students will explore opportunities beyond self and experience the rewards of giving and serving. Nothing in this Charter shall be construed so as to supersede, supplement, or reduce District requirements regarding student service learning.

The instructional program—through meaningful project-based learning experiences in core academic subjects that nurture student interests and talents—will create lifelong learners.

The Overall Student Goals and Anticipated Outcomes of the Instructional Program will promote:

- the academic skills necessary to be successful in high school, college, career, and beyond
- knowledge and understanding of the value of positive character traits
- an appreciation of students’ unique skills and talents
- an awareness of proper etiquette for interacting with people different from themselves
- an appreciation of diversity
- critical thinking skills
- basic study and organizational skills
- the ability and desire to actively participate in learning
- broadened, extended, and developed strengths
- seeing connections between learning and the surrounding world
- the ability to work both individually and as a member of a group
- the ability to problem solve
- high expectations for themselves
- self-motivation and greater self-confidence
- good character and an appreciation and concern for the larger community

- a 2.5 program-wide GPA
- a 96% attendance rate (7 days absent or less during the school year)
- the skills and attitudes needed to become lifelong learners

The integration of technology into the instructional program is critical to providing students with the tools needed to be equipped with 21st century skills.

**Awareness** of the International Society for Technology in Education (ISTE) standard of Global Collaborator. University High School Charter students actively and intentionally utilize digital tools to broaden their learning, collaborate with peers for the social learning aspect, and investigate issues to find solutions.

**Desire** to implement the ISTE standard of Global Collaborator, to intentionally have students connect with learners from multiple backgrounds and cultures.

**Knowledge** on how to use digital tools to collaborate with others, to examine issues and problems.

**Ability** to use and apply digital tools to contribute constructively to standard based activities and projects.

**Reinforcement** of the use of digital tools to broaden their learning, understanding, and use as an investigative tool.

#### Action Steps:

1. Students are able to communicate and articulate evidence-based argument – Theory of Action (TofA). Use of strategies as think-pair-share, think-pair-write-share, graphic organizers, etc. evidence from teacher peer observations, administration observations, and ability of students to articulate demonstrates students and staff are self-directing their knowledge as consumers and producers.

2. Continue to facilitate the work of ILT and promote the idea of Learner Agency as self-directed engagement of knowledge through oral and written forms such as public announcements, social media, and digital and written paper communication.

3. With the implementation of Schoology, our students are able to access more resources, complete assignments/assessments online, and communicate with teachers/school staff.

4. Our students will use web tools like Read Theory, for English comprehension and critical thinking, and IXL, for math reasoning and problem solving, to give students opportunity for remediation and support at their individual level.

5. Through our After School program and our West LA Community College classes (held on our campus), workshops and classes will be established to help students learn 21st century skills.

6. Our teachers will continue to be trained on the various functions of Schoology and ways to decrease the paper load and increase online participation for instruction.

7. We will set aside professional development time to train teachers on Artificial Intelligence, Google Classroom, Coding, Computer Supported Collaborative Science, Adobe Creative Suite, and webtools like Kahoot, Notability, EdPuzzle, and Padlet.
8. Identify specific student needs and have students select and suggest topics and areas or interest of study (Empowered Learner).
9. Develop individualized personal learning plans based on the student's topic selection and cultivate and provide digital tools to students (Digital Citizen).
10. Provide online professional development for teachers on how to facilitate students' actively engaging and leveraging technology to demonstrate competency in their learning. By empowering teachers to leverage these tools students are able to explore, construct, and pursue their topics of interests (Knowledge Constructor).
11. Through the use of digital tools and the opportunity to self-select and study areas of interest students are empowered to produce and communicate their learning in multiple media and formats (Creative Communicator).
12. The opportunity to self-elect topics of interest, digital tools, and communicate through different forms of media all contribute, enable, and fosters the environment for students to collaborate with others on a global scale (Global Collaborator)

The Overall Teacher and Staff Goals and Anticipated Outcomes of the Instructional Program will:

- ensure that students areas of needs are identified, addressed, and strengthened in an ongoing manner
- ensure that students are encouraged to excel and gain a deeper understanding of subjects/concepts
- ensure that teachers have high expectations for themselves and their students
- ensure that teachers continually develop and improve through professional development
- ensure that teachers work collaboratively with other staff
- ensure that the Common Core Standards are taught
- use differentiated research-based instructional strategies to meet students' needs
- connect subjects across the curriculum
- promote parent involvement
- instruct parents in understanding how they can assist their child's learning
- ensure that teachers utilize technology and other resources to develop students' understanding
- ensure the use of multiple forms of data to guide instruction and professional development
- encourage student attendance
- use a school wide behavior support plan to keep the school safe and organized
- maintain a school-wide 96% attendance rate
- maintain at least an 90% twelfth grade graduation rate or higher

**Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)						
GOAL #1						
Teachers fully implement the state adopted college and career readiness standards and the content standards related to English and Mathematics for all students. <ul style="list-style-type: none"> <li>All teachers are highly qualified and hold credentials for all courses and subjects taught.</li> <li>All students are provided a District-adopted textbook.</li> <li>All students are provided with a safe and clean learning environment.</li> </ul>				Related State Priorities: <input checked="" type="checkbox"/> X 1      X <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Annual distribution of District adopted materials by the first day of school</li> <li>Bi-annual review of teacher credentials and monitoring of master schedule to ensure no teachers are misassigned</li> <li>Monthly repair logs are reviewed by the administration and plant manager to ensure all needed repairs are requested and completed within a reasonable time frame</li> <li>Provide on-going professional development activities to ensure all teachers are provided with recent, research-based instructional strategies to support differentiated practice for all students and subgroups of students</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Increase the percentage of students meeting and exceeding English Language Arts academic standards by 5% or the five year period.						
<b>Metric/Method for Measuring:</b> Smarter-balanced Assessment consortium results.						
APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

	(Based on most recent data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	52%	53%	54%	55%	56%	57%
English Learners Students	0%	5%	10%	15%	20%	25%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	25%	26%	27%	28%	29%	30%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	8%	9%	10%	11%	12%	13%
African American Students	20%	21%	22%	23%	24%	25%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	37%	38%	39%	40%	41%	42%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	30%	31%	32%	33%	34%	35%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	24%	25%	26%	27%	28%	29%

**Outcome #2:**

Increase the percentage of students meeting and exceeding Mathematics State standards by 10% over a five year period.

**Metric/Method for Measuring:** Smarter-Balanced Assessment Consortium Results

APPLICABLE STUDENT GROUPS	Baseline (Based on most	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				(Not applicab	(Not applicab	(Not applicab

	recent data available)			le if categorized as Low Performing)	le if categorized as Low Performing)	le if categorized as Low Performing)
All Students (Schoolwide)	29%	31%	33%	35%	37%	39%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	17%	19%	21%	23%	25%	27%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	2%	4%	6%	8%	10%	12%
African American Students	13%	15%	17%	19%	21%	23%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	16%	18%	20%	22%	24%	26%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	29%	31%	33%	35%	37%	39%

**Outcome #3:**

Increase the percentage of students meeting high school graduation requirements by 5% over a five year period.

**Metric/Method for Measuring:** CA Dashboard

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	92%	93%	94%	95%	96%	97%
English Learners Students	73%	74%	75%	76%	77%	78%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	93%	94%	95%	96%	97%	98%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	84%	85%	86%	87%	88%	89%
African American Students	97%	98%	99%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	92%	93%	94%	95%	96%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	84%	85%	86%	87%	88%	89%

**GOAL #2**

Differentiate instruction, services and resources to ensure high-quality pupil engagement.

- Distribute and provide resources equitably
- All students benefit fully from available services and resources
- Services for underserved populations are identified and targeted to the student groups

**Related State Priorities:**

- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6            |                            |

**Local Priorities:**

- :  
:

**Specific Annual Actions to Achieve Goal**

- Provide analysis of expenditures to determine effectiveness of support and services provided
- Monthly reports are provided to the governance council to determine appropriate modifications of programs and support services
- Quarterly review of referral process to verify identified students are targeted for services

**Expected Annual Measurable Outcomes**

**Outcome #1:**

10% increase in students placed in the “Prepared” level on the College/Career Indicator

**Metric/Method for Measuring:** Focus Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	55%	57%	59%	61%	63%	65%
English Learners Students	15%	17%	19%	21%	23%	25%
Long-term English Learners	14%	16%	18%	20%	22%	24%
Socioeconomically Disadvantaged Students	52%	54%	56%	58%	60%	62%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	31%	33%	35%	37%	39%	41%
Students with Disabilities	22%	24%	26%	28%	30	32%
African American Students	60%	62%	64%	66%	68%	70%

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	90%	92%	94%	96%	98%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	51%	53%	55%	57%	59%	61%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	50%	52%	54%	56%	58%	60%
White Students	55%	57%	59%	61%	63%	65%

**Outcome #2:**

Outcome #2: Decrease chronic absenteeism by 10% over five year period.

**Metric/Method for Measuring:** Focus Dashboard Data/Open Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	25%	23%	21%	19%	17%	15%
English Learners Students	25%	23%	21%	19%	17%	15%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	35%	33%	31%	29%	27%	25%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	37%	35%	33%	31%	29%	27%
African American Students	30%	28%	26%	24%	22%	20%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	18%	16%	14%	12%	10%	8%
Filipino Students	26%	24%	22%	20%	18%	16%
Latino Students	24%	22%	20%	18%	16%	14%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	23%	21%	19%	17%	15%	13%
White Students	22%	20%	18%	16%	14%	12%

**Outcome #3:**

Reduce the dropout rate by 5% over a five year period.

**Metric/Method for Measuring:** Open Data/Focus Dashboard Data

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	4.0%	3%	2%	1%	0%	0%
English Learners Students	18%	17%	16%	15%	14%	13%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	3%	2%	1%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	10%	9%	8%	7%	6%	5%
African American Students	3%	2%	1%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	4%	3%	2%	1%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	17%	16%	15%	14%	13%	12%
White Students	7%	6%	5%	4%	3%	2%

**GOAL #3**

All parents are provided with opportunities to participate in decision making processes and training and education programs.

Related State  
Priorities:

- |                                       |                            |                            |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2            | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 6 |                            |

Local Priorities:

- :  
:

**Specific Annual Actions to Achieve Goal**

- The school schedules a minimum of two parent/teacher conferences every year
- All parents are provided with access to the online grading platform to monitor their student's progress
- All parents elect parent representatives to the governance council and advisory committees

**Expected Annual Measurable Outcomes**

**Outcome #1:** Students will increase their performance in English Language Arts by 10% over a five year period.

**Metric/Method for Measuring:** Smarter-Balanced Assessment Consortium Results

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	52%	54%	56%	58%	60%	62%
English Learners Students	0%	2%	4%	6%	8%	10%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	25%	27%	29%	31%	33%	35%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	8%	10%	12%	14%	16%	18%

African American Students	20%	22%	24%	26%	28%	30%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	37%	39%	41%	43%	45%	47%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	30%	32%	34%	36%	38%	40%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	24%	26%	28%	30%	32%	34%

**Outcome #2:**

Students will increase performance in Mathematics by 10% over a five year period

**Metric/Method for Measuring:** Smarter-Balanced Assessment Consortium Results

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	29%	31%	33%	35%	37%	39%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	17%	19%	21%	23%	25%	27%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	2%	4%	6%	8%	10%	12%
African American Students	13%	15%	17%	19%	21%	23%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	16%	18%	20%	22%	24%	26%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	29%	31%	33%	35%	37%	39%

**Outcome #3:**

The percentage of students meeting graduation standards over a period of five years will increase by 5%

**Metric/Method for Measuring: MiSiS Focus Dashboard Data**

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	92%	93%	94%	95%	96%	97%
English Learners Students	73%	74%	75%	76%	77%	78%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	93%	94%	95%	96%	97%	98%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	84%	85%	86%	87%	88%	89%
African American Students	97%	98%	99%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	92%	93%	94%	95%	96%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	84%	85%	86%	87%	88%	89%



Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	52%	54%	56%	58%	60%	62%
African American Students	41%	43%	45%	47%	49%	51%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	50%	52%	54%	56%	58%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** Outcome #2: Students meeting the District's goal of 96% attendance will increase by 10% over the five year period.

**Metric/Method for Measuring:** MiSiS Dashboard Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	38%	40%	42%	44%	46%	48%
English Learners Students	28%	30%	32%	34%	36%	38%
Long-term English Learners						
Socioeconomically Disadvantaged Students	38%	40%	42%	44%	46%	48%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	35%	37%	39%	41%	43%	45%
African American Students	30%	32%	34%	36%	38%	40%
American Indian/Alaska Native Students	*	*	*	*		
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	37%	39%	41%	43%	45%	47%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students						

**Outcome #3:**

The percentage of students meeting criteria for chronic absenteeism will be reduced by 10% over the five year period.

**Metric/Method for Measuring:** MiSiS Dashboard Data

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	35%	33%	31%	29%	27%	25%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	35%	33%	31%	29%	27%	25%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	36%	34%	32%	30%	28%	26%
African American Students	41%	39%	37%	35%	33%	31%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	34%	32%	30%	28%	26%	24%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**GOAL #5**

*All students are enrolled in a broad course of study that provides access and multiple pathways to meet College and Career Readiness Standards. Students requiring additional instructional supports will be provided with supplemental courses that assist them in meeting graduation standards*

Related State Priorities:

- 1       4  
 7  
 2       5       8  
 3       6

Local Priorities:

- 

**Specific Annual Actions to Achieve Goal**

- All students meet with their academic counselor twice annually to monitor academic progress
- The program coordinator monitors the progress of English Learners to determine their progress towards meeting reclassification criteria
- The program coordinator monitors the progress of students with IEPs to ensure their modifications and accommodations are being implemented in every classroom in which they are enrolled

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Students enrolled in A-G courses earning a C or better will increase by 10% over the five year period.

**Metric/Method for Measuring:** Focus Dashboard

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	58%	60%	62%	64%	66%	68%
English Learners Students	28%	30%	32%	34%	36%	38%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	58%	60%	62%	64%	66%	68%

Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	28%	30%	32%	34%	36%	38%
African American Students	64%	66%	68%	70%	72%	74%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	79%	81%	83%	85%	87%	89%
Filipino Students	*	*	*	*	*	*
Latino Students	57%	59%	61%	63%	65%	67%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	50%	52%	54%	56%	58%	60%
White Students	52%	54%	56%	58%	60%	62%

**Outcome #2:**

Outcome #2: The reclassification rate of our English Learner population will increase by 10% over the five year period.

**Metric/Method for Measuring:** MiSiS Dashboard Data

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	N/A	*	*	*	*	*
English Learners Students	23%	25%	27%	29%	31%	33%
Long-term English Learners	N/A	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	*	*	*	*	*
Foster Youth Students	N/A	*	*	*	*	*
Homeless Youth Students	N/A	*	*	*	*	*
Students with Disabilities	N/A	*	*	*	*	*
African American Students	N/A	*	*	*	*	*
American Indian/Alaska Native Students	N/A	*	*	*	*	*
Asian Students	N/A	*	*	*	*	*
Filipino Students	N/A	*	*	*	*	*
Latino Students	N/A	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	N/A	*	*	*	*	*
Students of Two or More Races	N/A	*	*	*	*	*
White Students	N/A	*	*	*	*	*



**Outcome #3:**

The percentage of students who are College-Ready increases by 10% over the five year period.

**Metric/Method for Measuring:** EAP exam results

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	25%	27%	29%	31%	33%	35%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	20%	22%	24%	26%	28%	30%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	20%	22%	24%	26%	28%	30%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	37%	39%	41%	43%	45%	47%
Filipino Students	*	*	*	*	*	*
Latino Students	19%	21%	23%	25%	27%	29%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	47%	49%	51%	53%	55%	57%

**GOAL #6**

*The school climate and culture will create conditions that support the learning needs of all students*

Related State  
Priorities:

- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- :  
:

**Specific Annual Actions to Achieve Goal**

- Retrain teaching staff on approaches that intervene on students with escalating behaviors
- Continue to improve Restorative Justice practices
- Continue to explore alternatives to suspension

**Expected Annual Measurable Outcomes**

**Outcome #1:**

10% increase in students satisfaction with the safety of the school over the five year period

**Metric/Method for Measuring:** School Experience Survey (Students)

	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	59%	61%	63%	65%	67%	69%
English Learners Students	78%	80%	82%	84%	86%	88%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	58%	60%	62%	64%	66%	68%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	60%	62%	64%	66%	68%	70%

African American Students	50%	52%	54%	56%	58%	60%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	61%	63%	65%	67%	69%	71%
Filipino Students	*	*	*	*	*	*
Latino Students	60%	62%	64%	66%	68%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	62%	64%	66%	68%	70%	72%
White Students	67%	69%	71%	73%	75%	77%

**Outcome #2:**

Students experience a 1% increase in their sense of belonging, personalized learning and freedom to express their views of the school and community over the five year period.

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	48%	50%	52%	54%	56%	58%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	47%	49%	51%	53%	55%	57%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	52%	54%	56%	58%	60%	62%
African American Students	41%	43%	45%	47%	49%	51%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	50%	52%	54%	56%	58%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:**

Reduce the number and percentage of students suspended for one or more days by .5% over the five year period.

**Metric/Method for Measuring:** CA Dashboard Data

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0.20%	0.15%	0/10%	0.05%	0%	0%
English Learners Students	N/A					
Long-term English Learners	N/A					
Socioeconomically Disadvantaged Students	N/A					
Foster Youth Students	N/A					
Homeless Youth Students	N/A					
Students with Disabilities	N/A					
African American Students	N/A					
American Indian/Alaska Native Students	N/A					
Asian Students	N/A					
Filipino Students	N/A					
Latino Students	N/A					
Native Hawaiian/Pacific Islander Students	N/A					
Students of Two or More Races	N/A					
White Students	N/A					

### INSTRUCTIONAL DESIGN

#### Innovative Components and Key Features

University High School Charter adheres to the Common Core Standards and associated Frameworks in Language Arts, Mathematics, Science (including NGSS), Social Studies,

Visual and Performing Arts, Technology, Health, and Physical Education to design curriculum and assessments. The curriculum meets all state standards, rules, and regulations.

### **THE ACADEMIC PROGRAM AT UNIVERSITY HIGH SCHOOL**

To better accomplish all of the foregoing goals and missions, and to assure college and career preparedness of all students as delineated by California's current College/Career Indicator, University High School offers rigorous coursework including A-G requirements, honors, and advanced placement classes. Furthermore, West LA Community College offers concurrent enrollment courses on our campus allowing students to earn college credit for free while exploring college and career options.

The new partnership with EduCare and LAUSD Beyond the Bell Program affords students access to an uninterrupted after school program that includes three different components: Academics, Enrichment and Recreation.

Academics Program include: Speech & Debate, Tutoring and the Breakfast Club, Resource Center

Enrichment Program include: Driver's Ed, Robotics, Leadership, Theater, Dance Team, and Drumline

Recreation Program include: Performance team, Strength & conditioning and Folklorico

The following academic programs (their descriptions, classes, and implementation plans) are flexible, and may be modified, supplemented, and/or otherwise revised in order to best meet student needs under the procedures stated in the governance section of this charter. [Displacement Disclaimer: As noted more extensively in the Governance section below, it is the intention of this Charter that, for purposes of displacement – and regardless of assignment or the nature of employment at University High School Charter (including any employment in or associated with any Academic Program) – the seniority of school staff shall be measured by the school staff member's District-wide employment.]

### **THE FIRST YEAR CONSERVATORY**

Except for first-year magnet students who have matriculated into the Math, Art, Science, and Technology (MAST) Magnet, all ninth-grade students shall be automatically enrolled in the First Year Conservatory unless opted out by their parents. The purpose(s) of the First Year Conservatory shall be: (1) to orient new University High School Charter students to the program and culture of our school; (2) to provide students with an opportunity to complete baseline/foundational courses that underlie all areas of academic interest and/or that are required for graduation but do not lend themselves to the focus of other academic programs; and (3) to give our ninth-grade students exposure to the programming, culture, and focus of the other academic programs; and (4) support all students in preparation for college and career readiness.

In order to support students struggling in Algebra 1, the Math Department has adopted a student-centered curriculum that focuses on conceptual understanding. Conceptual understanding serves as the foundation leading to procedural fluency while emphasizing the development and use of mathematical practices. The curriculum also provides a free parent guide with worked-out examples and practice problems, free online homework with hints and help, and e-book access for all students (including a Spanish language translation). Teachers provide parents with a list of resources such as free homework help through Harvey Mudd College, links to websites with support videos and additional online practice at parent events on campus. The department also hosts an annual Family Math Night to communicate with families and experience math together. The After School tutoring program provides additional support for students struggling with class activities, and many teachers utilize former students as peer tutors or provide tutoring before and after school, or during lunchtime.

#### ENGLISH

- English 9/Honors

English Language Development  
ELD 1, 2, 3, or 4 based on the results of  
ELPAC/CELDT. Advance Literature or  
Language and Literature courses for  
LTEL support may also be required.

#### SCIENCE

- Biology/Honors
- Interactions (formerly: Integrated Coordinated Science)

#### MATHEMATICS

- Algebra I
- Geometry/Honors

- Algebra II/Honors

#### HISTORY

- World History/Honors

#### Visual and Performing Arts

- Ceramics
- Painting
- Keyboarding (piano)
- Guitar
- Choir

#### OTHER

- Physical Education/Team Sport
- Language Other Than English/Honors
- Health
- Additional Electives

The Local School Leadership Council shall be empowered by a majority vote to revise, supplement, or otherwise modify or determine the courses to be made available based on student need or request.

#### **CAREER AND TECHNICAL EDUCATION (CTE)**

To further the college and career readiness of students, University High School offers the following CTE Pathways (subject to change at the discretion of the Local School Leadership Council):

A. **Patient Care**—Sports Medicine (includes Medical Terminology, Sports Medicine, and Athletic Training)

B. **Design, Visual and Media Arts**—Graphic Design (includes Desktop Publishing 1, Desktop Publishing 2, and Graphic Design/Advertising Design)

**PROGRAMS, COURSES, AND OFFERINGS TO BE AVAILABLE TO ALL STUDENTS AT UNIVERSITY HIGH SCHOOL CHARTER**

The Local School Leadership Council shall be empowered to determine which courses/classes, and school resources shall be devoted to the various academic programs at University High School Charter. The Council’s authority to make certain courses/classes, or other school resources available schoolwide or to multiple academic programs includes (but is not limited to) AVID, English Learner Program, Physical Education, Advanced Placement classes, and other programs. The Local School Leadership Council shall be empowered, on a 3/5 majority vote, to revise, modify, or otherwise establish and enact alternative or supplemental academic programs or models designed to facilitate college-ready education programs.

**CORE COURSES TO BE AVAILABLE TO ALL STUDENTS AT UNIVERSITY HIGH SCHOOL**

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
English Language Arts	English 9A	English 9B	English 10A	English 10B	Cont Comp	Ame Lit	Expos Comp	Mod Lit
English Language Arts					AP Lang A	AP Lang B	AP Lit A	AP Lit B

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
Mathematics Sequence 1	Algebra 1	Algebra 1	Geom A	Geom B	Algebra 2A	Algebra 2B	Pre Calc A	Pre Calc B
							Prob Stas A	Prob Stas B
Mathematics Sequence 2	Algebra 1	Algebra 1	Geom A	Geom B	Adv Math A	Adv Math B	AP Calc AB/BC A	AP Calc AB/BC B
							AP Stats A	AP Stats B
							Prob Stas A	Prob Stas B

Mathematics Sequence 3	Geom A	Geom B	Algebra 2A	Algebra 2B	Pre Calc A	Pre Calc B	AP Calc AB/BC A	AP Calc AB/BC B
							AP Stats A	AP Stats B
Mathematics Sequence 4	Geom A	Geom B	Adv Math A	Adv Math B	AP Calc AB A	AP Calc AB B	AP Calc BC A	AP Calc BC B
							AP Stats A	AP Stats B
					AP Calc AB A	AP Calc AB B	AP Calc BC A	AP Calc BC B
					Prob Stats A	Prob Stats B	AP Stats A	AP Stats B
Mathematics Sequence 5	Algebra 2A	Algebra 2B	Pre Calc A	Pre Calc B	AP Calc AB A	AP Calc AB B	AP Calc BC A	AP Calc BC B
					AP Calc AB A	AP Calc AB B	AP Stats A	AP Stats B

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
History Social Science Sequence 1			World History A	World History B	US History A	US History B	Princ of Amer Govt	Econ
History Social Science Sequence 2	World History A	World History B	AP World History A	AP World History B	AP US History A	AP US History B	AP Gov	AP Macro Econ
			AP Psych A	AP Psych B				

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
Science Sequence 1	Int A	Int B	Bio A	Bio B	Chem A	Chem B		

	Bio A	Bio B	Marine Bio A	Marine Bio B	Physics A	Physics B		
Science Sequence 2	Bio A	Bio B	AP Bio A	AP Bio B	AP Chem A	AP Chem B	AP Physics A	AP Physics B
							AP Env A	AP Env B

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
Languages Other Than English (LOTE)	Spanish 1A	Spanish 1B	Spanish 2A	Spanish 2B	Spanish 3A	Spanish 3B		
	Spa Spkrs 1A	Spa Spkrs 1B	Spa Spkrs 2A	Spa Spkrs 2B	AP Spa Lang A	AP Spa Lang B	Ap Spa Lit A	AP Spa Lit B
	French 1A	French 1B	French 2A	French 2B	French 3A	French 3B		

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
Visual Arts Courses	Ceramics 1 A/B	Ceramics 2 A/B	Painting 1 A/B	Painting 2 A/B	Drawing 1 A/B	Drawing 1 A/B		
Visual Arts Advanced Courses	AP Studio Art & Drawing A/B	AP Studio Art 2 D A/B	AP Studio Art 3D A/B					
Performing Arts Courses	Keyboard 1 A/B	Keyboard 2 A/B	Choir 1 A/B	Choir 2 A/B	Guitar 1 A/B	Guitar 2 A/B		
	Jazz Ens A/B	Orchestra A/B	Music Tech A/B	Music Prod/Bus Music A/B	AP Music Theory A/B			

\*AP Psychology is a course offered through the History-Social Science department that is available to all interested students beginning in grade 10.

Career Technical Education Pathways

Pathway	Introduction	Concentrator	Capstone
Patient Care	Medical Terminology A/B	Sports Medicine A/B	Athletic Training A/B
Design, Visual & Media Arts: Graphic Design	Graphic Design Fundamentals A/B	Graphic Design: Digital Imaging A/B	Graphic Design: Advertising Design A/B

Other courses are offered at University High School Charter that provide students with the opportunity to deepen their learning through elective courses. The courses include:

Science: Anatomy/Physiology A/B (G)

History: AP Psychology A/B (G)

English: AP Seminar A/B and AP Research A/B are an Advanced Placement Capstone courses offered at the school. Students earning a qualifying in these two courses are eligible to receive a certificate from the College Board. Additionally, students earning a qualifying score in the two course and four other AP exams will earn an AP Capstone Diploma

Math: AP Computer Science A/B

English Language Development courses are provided to students acquiring English as their Second language. The courses are sequenced to promote literacy in English and support both social and academic language as student acquire listening, speaking, reading and writing skills. The school also offers Advanced ELD and Literacy and Language courses to support Long-Term English Learners (LTEL) in mastering English Language Arts standards and reclassification criteria.

Students will also be required to meet the Physical Education requirements as prescribed by the California Department of Education.

University High School’s Local School Leadership Council, by a majority vote, shall be empowered to revise, amend, supplement, or otherwise modify the Core Courses made available to all University High School students (to take effect in the subsequent school year or at a future date as determined by the Council). The Local School Leadership

Council shall likewise be empowered to mandate that all University High School Charter students must complete all of the Core Courses in order to be eligible for graduation.

### **Graduation Requirements**

University High School Charter students must meet District and State graduation requirements including A-G courses in the following subjects: Social Science; English; Math; Science; Language other than English; Visual and Performing Arts; G Elective. Additionally students must complete Health, Physical Education, an additional year of Social Science, the Career and Technical Education Pathway requirement, the Service Learning requirement and meet the 210 credit requirement set by the District.

The students' needs drive the creation of the master schedule to ensure that all students have access to the courses needed for graduation. The school's master schedule is crafted from scratch each year as students' course needs change year to year based on enrollment and academic progress. Counselors meet with all students a minimum of two times per year to guide and support students in their academic courses. A dedicated 9th grade counselor works with 9th grade students and parents to help manage the transition to high school and the academic success of the students. Counselors meet with seniors an average of three times per year to ensure that seniors remain focused and on track for graduation.

The school offers honors, AVID, EL and Special Education programs to meet the varying needs of students and to support student academic and career goals.

To support student success, the school offers a variety of credit recovery options including winter and spring academy, summer school, and ACE/STAR 17 program to support student access to four year colleges. . Counselors monitor student progress to enroll students into credit recovery courses and programs. The school's A-G Advisor works closely with all of the Tier One, Two and Three students and their families to help recover credits and ensure that graduation requirements are met. The A-G Advisor and the school develop and work closely with continuation and alternative programs throughout the city to support students who have fallen off-track with the idea that the student will return and graduate.

Prior to enrolling, transfer student transcripts are analyzed carefully by the school to ensure the student can be successful in the school program. Parents are informed of what the graduation requirements are and how their student can meet the requirements when enrolling. Transfer students will have access to the same credit recovery options if necessary to meet the District and State graduation requirements including the A-G courses. If a student is very deficient in credits, the school works with the parents to establish the best option for the student to be successful including but not limited to enrolling into a continuation school.

For students transferring out of the school, transcripts are reviewed at the time of check out. Parents will be informed that all courses are accredited by the Western Association of Schools and Colleges (WASC) as well as of those courses which have been approved

by the University of California as A-G eligible. In addition, for students checking out mid-semester, parents are informed that credits are not issued for the courses and that the student will only be receiving transfer grades based on the student's progress at the time of check out. The exceptions are those students who fall under the education code for specialized populations. These students will receive partial credit based on their hours of attendance and their grades. For specialized populations, all effort will be made to enter the partial credits prior to the student checking out and a transcript will be sent to the receiving school.

For any parent with limited English, translation will be provided to ensure clear communication.

### **ADVANCED PLACEMENT COURSES TO BE AVAILABLE TO ALL STUDENTS**

University High School Charter will strive to maintain a robust Advanced Placement program with offerings in as many disciplines as possible. These courses may include but are not limited to:

#### **ENGLISH:**

- AP Language
- AP Literature
- AP Economics
- AP Government
- AP Psychology

#### **SCIENCE:**

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science

#### **ARTS:**

- AP Drawing
- AP Studio Art 2D
- AP Studio Art 3D
- AP Music Theory

#### **MATHEMATICS:**

- AP Statistics
- AP Calculus AB
- AP Calculus BC

#### **LANGUAGE OTHER THAN ENGLISH ("L.O.T.E."; FORMERLY REFERRED TO AS FOREIGN LANGUAGE):**

- AP Spanish Language
- AP Spanish Literature

#### **HISTORY:**

- AP World History
- AP U.S. History

**G ELECTIVE:** ● AP Capstone - AP Seminar and AP Research

### **HONORS PROGRAM**

The Honors Program challenges identified highly gifted and high performing gifted students through a rigorous and demanding curriculum of enriched, honors, and advanced placement courses. All instruction in the honors courses is paced, providing differentiated levels of complexity, depth, and ultimately high expectations for student achievement that are appropriate to individual learning needs. Emphasis is placed on engaging students in academic activities that demand critical thinking, shape independent judgments, and sharpen analytical and problem solving skills.

Honors and advanced placement classes shall be made available in all academic core subject areas, whenever possible, unless the University High School Council otherwise

authorizes a temporary exemption from this requirement. (In such an event, any such exemption shall expire at the end of the school year in which it was granted.) [See Gifted (GATE) subsection below.]

### **M.A.S.T. MAGNET**

The Math, Arts, Science, and Technology (or “MAST”) Magnet program in place as of September 2016 shall continue to have a focus, structure, curriculum, culture, and programming designed to foster student excellence in mathematics, arts, science, and technology.

Where feasible, its curriculum design shall seek to align with programming at comparable “STEM” (Science, Technology, Engineering, and Math) programs at feeder schools.

The Local School Leadership Council shall be responsible for ensuring that the MAST Magnet continues to comply with the requirements of the Los Angeles Unified School District (“District”) governing magnet schools.

### **EDUCATIONAL SUPPORT FOR GRADUATION AND POSTSECONDARY PREPARATION**

To ensure college and career preparedness and to address gaps in learning during the semester, University High School Charter offers a variety of educational support opportunities. They may include but are not limited to Edgenuity after school program and ACE/STAR 17 recovery program, winter and spring academy, summer school, community college classes, free daily after-school tutoring, SAT prep, and the AVID elective program.

### **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

University High School Charter shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

To help our students in meeting the common core standards, teachers and departments implement curriculum and utilize instructional strategies that focus on student-centered learning based in conceptual understanding. Students often work in structured teams to support each other’s progress towards meeting explicitly stated learning targets. Teachers facilitate class and group discussions with different levels of questioning, and students learn how to ask higher level questions and incorporate academic language into their dialogue. In each subject, students are challenged to skillfully communicate evidence-based arguments to support a deeper understanding of the course content standards.

In the classroom, teachers may use methods such as Socratic seminar, paraphrasing, and debate (encouraging oral speaking and citing evidence to support a conclusion). Teachers may also emphasize the use of academic language through rubrics, word walls, and visual aids. Teachers will facilitate active reading by teaching students note-taking skills and close reading techniques such as questioning, clarifying, predicting, visualizing, and summarizing. These strategies will be adapted to meet the diverse needs of our students such as those with IEPs, English Learners, GATE, and other targeted student populations.

### **Transitional Kindergarten**

Charter School shall comply with all applicable requirements and District policy 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.

### **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. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

University High School Charter will continue on a single track 6 period day bell schedule aligned with LAUSD instructional calendar and will be modified accordingly and as per LAUSD Board approvals. The Local School Leadership Council is empowered to revise the bell schedule by majority vote. Below are the approved school’s bell schedules.

### **REGULAR DAY BELL SCHEDULE**

<b>Period</b>	<b>Start Time</b>	<b>End Time</b>	<b>Passing Minutes</b>	<b>Period Duration</b>	<b>Total Instruction Mins</b>
<b>Period 1</b>	8:30 AM	9:36 AM	0	66	66
<b>Period 2</b>	9:43 AM	10:39 AM	7	56	63
<b>Nutrition</b>	10:39 AM	10:49 AM	0	10	0
<b>Period 3</b>	10:56 AM	11:52 AM	7	56	63
<b>Period 4</b>	11:59 AM	12:55 PM	7	56	63

<b>Lunch</b>	12:55 PM	1:30 PM	0	35	0
<b>Period 5</b>	1:37 PM	2:33 PM	7	56	63
<b>Period 6</b>	2:40 PM	3:36 PM	7	56	63
Total			35	391	381/383

### PROFESSIONAL DEVELOPMENT TUESDAY BELL SCHEDULE

<b>Period</b>	<b>Start Time</b>	<b>End Time</b>	<b>Passing Minutes</b>	<b>Period Duration</b>	<b>Total Instruction Mins</b>
<b>Period 1</b>	8:30 AM	9:26 AM	0	56	56
<b>Period 2</b>	9:33 AM	10:19 AM	7	46	53
<b>Nutrition</b>	10:19 AM	10:29 AM	0	10	0
<b>Period 3</b>	10:36 AM	11:22 AM	7	46	53
<b>Period 4</b>	11:29 AM	12:15 AM	7	46	53
<b>Lunch</b>	12:15 AM	12:50 PM	0	35	0
<b>Period 5</b>	12:57 PM	1:43 PM	7	46	53
<b>Period 6</b>	1:50 PM	2:36 PM	7	46	53
Total			35	331	321/323

### SHORTENED DAY BELL SCHEDULE

<b>Period</b>	<b>Start Time</b>	<b>End Time</b>	<b>Passing Minutes</b>	<b>Period Duration</b>	<b>Total Instruction Mins</b>
<b>Period 1</b>	8:30 AM	9:20 AM	0	50	50
<b>Period 2</b>	9:27 AM	10:14 AM	7	47	54
<b>Nutrition</b>	10:14 AM	10:24 AM	0	10	0
<b>Period 3</b>	10:31 AM	11:18 AM	7	47	54
<b>Period 4</b>	11:25 AM	12:12 PM	7	47	54
<b>Lunch</b>	12:12 PM	12:47 PM	0	35	0
<b>Period 5</b>	12:54 PM	1:41 PM	7	47	54
<b>Period 6</b>	1:48 PM	2:35 PM	7	47	54

Total	35	330	320/318
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**MINIMUM DAY BELL SCHEDULE**

Period	Start Time	End Time	Passing Minutes	Period Duration	Total Instruction Mins
Period 1	8:30 AM	9:10 AM	0	40	40
Period 2	9:17 AM	9:54 AM	7	37	44
Period 3	10:01 AM	10:38 AM	7	37	44
Nutrition	10:38 AM	10:58 AM	0	20	0
Period 4	11:05 AM	11:42 AM	7	37	44
Period 5	11:49 AM	12:26 PM	7	37	44
Period 6	12:33 PM	1:10 PM	7	37	44
Total			35	245	260/253

**Mathematics Placement Act**

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

**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.

University High School Charter is fully accredited based on a full review in the Fall of 2019. A midterm visit validated the progress the school had made in Spring of 2024. The school is currently preparing for a complete Self-Study for the spring of 2027.

**PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development. University High School Charter will provide ongoing professional development to ensure that teachers have the skills needed to deliver the instructional program. Professional development (PD) will occur every Tuesday throughout the academic year based on

District and State requirements. Teachers will be given the opportunities to attend District and other off campus professional development.

The Instructional Leadership Team (ILT) utilizes student assessment data and District outcomes to develop a comprehensive PD Plan for the year which includes District mandated Professional Development topics.

During the instructional calendar year, the teachers engage in a wide selection of professional development which includes:

- Supporting Foster Youth: Laws, Policies & Best Practices
- English Learners & Standard English Learner Master Plan
- Implementing A Multi-Tiered System of Supports (MTSS) Framework
- Culturally and Linguistically Responsive Pedagogy (CRLP)
- Next Generation Science Standards (NGSS)
- California State Frameworks and Content Standards
- College and Career Readiness Standards Emphasizing Evidence-Based Argument

#### Instructional Leadership Team

The Instructional Leadership Team plans, designs and supports the facilitation of professional development activities aligned with the College/Career Readiness Standards from CCSS, The State Content Framework, the instructional program and the School's Theory of Action/Problem of Practice.

Activities include, but are not limited to:

- Collaborating with team and department members to identify professional growth needs of the faculty and staff based on student achievement.
- Designing professional development that addresses the identified needs in concert with school-wide goals
- Facilitating professional learning aligned with identified needs of the teaching staff to address student achievement.
- Establishing processes of observation and feedback that enhance the transfer of professional learning into practice.
- Reflecting on outcomes to determine continuing needs and to address changes in district, state and federal programs.
- Providing ongoing support to the teaching staff to ensure common strategies and growth plans are transferred to practice.
- Monitoring results of instruction using state and district assessments to further professional development for the teaching staff.

The Composition of the ILT consists of at least 8 and no more than 16 members. Members of the ILT include the principal and assistant principal(s) appointed by the principal. The majority of the members will be comprised of teachers, including non-classroom staff members.

#### Term of service

The Principal is a permanent member of the ILT. The other administrative members are designated by the principal to a term determined by the principal. Teacher members

serve three year terms. Terms of service will be staggered to provide for a continuity of teacher members.

#### Election Process

All teachers (in and out of the classroom) with “permanent” status are eligible to apply for membership of the ILT. By March 1st of each year, teachers submit a letter or email of interest to participate in the ILT. The ILT reviews the letters of interest and selects candidates by majority vote of present ILT members for subsequent confirmation by the teaching staff. Upon confirmation, the teachers serve a three-year term. Should one or more of the applicants fail to be confirmed, another candidate(s) will be selected from the group who submitted a letter of interest and put forward for confirmation. If no candidates remain, the principal, in consultation with the members of the ILT, will appoint the number of members necessary to make the committee whole.

Teacher members of the ILT are not required to participate in any other governance committee within the charter. This does not preclude the teacher member for volunteering for other charter committees.

A Lead Teacher (or teachers) will be identified within the teacher members of the ILT. The Lead Teacher (s) will be provided with resources to coordinate and facilitate the committee activities.

ILT members, by a majority vote, set the agenda for professional development on an annual basis and in consultation with the faculty as a whole based on school need and data on student achievement. ILT will conduct annual survey of the faculty to identify the needs of the school to inform decisions regarding future professional development. ILT will assist in the calendaring of all professional development days.

Absent a  $\frac{3}{4}$  vote by Local School Leadership Council to the contrary, the decision of the ILT shall be binding for the period of time specified in the ILT’s plan, not to exceed three years.

### MEETING THE NEEDS OF ALL STUDENTS

#### English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District’s *Master Plan for English Learners and Standard English Learners*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *Master Plan for English Learners and Standard English Learners*.

University High School Charter is dedicated to meeting the needs of all learners in an inclusive environment. University High School instructs English Learners with the goal that all will successfully meet and exceed the Common Core Standards. In accordance with the LAUSD English Learner Master Plan, students will be placed in ELD classes as

appropriate to their language fluency based on their initial test scores. All students will be given equal access to all courses, including honors and AP classes.

University High School Charter teachers (designated and integrated ELD) and staff will meet the needs of English Learners by implementing instructional practices that are proven effective and supported by LAUSD (SDAIE strategies and the ELD Framework). The ELD Framework will be used as a critical tool in targeting the needs and strengths of student's abilities and finding meaningful ways to support language acquisition in all domains using the SDAIE strategies. These SDAIE strategies include but are not limited to scaffolding the presentation of concepts, clarifying learning objectives specific to language development, differentiating instruction based on each child's readiness, enhancing vocabulary instruction, and developing a positive relationship with the parents of English Learners to keep them informed of their children's progress and to assist them with supporting at home.

In addition, we will also continue to support students as they set achievable goals based on test scores or language fluency. Interventions for students who are learning English may include realia, poetry, peer reading and homework buddies, modeling, group work, small group instruction, pre-teaching/re-teaching, preferred seating, one-to-one conferencing and instruction, checking for understanding, choral reading, books on tape, interactive play, gesturing, visual cues, total physical response, repetition, repeating directions, leadership roles, differentiated and tiered instruction, teaching of phonics and vocabulary in meaningful contexts.

We will continue to be committed to quality professional development where we strive to successfully educate our students who are learning English. We will apply research-based practices in the classroom and share innovative best practices with colleagues. We will continue to provide quality language arts instruction that facilitates our students who are learning English moving through the ELD levels and becoming redesignated as fluent English speakers. We will also follow all district and state guidelines regarding initial and annual ELPAC testing and reclassification for students who are learning English.

The needs of students who are learning English are also supported by an on-site coordinator, school-wide programming, and ELAC. In addition, during the course of the school year we celebrate cultural differences and similarities both within the classroom and throughout the school.

Specifically, University High School Charter will:

- Examine data to identify students at risk of not making annual progress and refer them to the SSPT (as per the District's Master Plan for English Learners) to determine strategies to help the student be successful. Use effective instructional strategies for English Learners such as SDAIE, scaffolding, graphic organizers, and cooperative learning.
- Prepare students to take the ELPAC, Reading Inventory, and Smarter Balanced Assessment by using test released questions and examples so that students know what is expected of them on the test.

- Have ELs set goals towards reclassification and prepare a plan in order to achieve them.
- Utilize Teacher's Assistants and parent volunteers who speak the students' home language to offer translation of difficult concepts and to provide support.
- Encourage EL parents to be involved in their child's education by sending home all documents, and making phone calls, whenever possible in the parents' home language. Similarly, a concerted effort will be made to have a translator present at all parent meetings.
- Following the District Master Plan for ELs, all parents will be informed of what is needed for reclassification, their child's program placement and assessment scores, and the English Learner Program Options.
- Students that have already reclassified (RFEP) will continue to be monitored by the coordinator and SSPT for academic success and attendance and provided with support if necessary. Parents and teachers will participate in these discussions. The monitoring will happen after each grading period.
- Students that are LTEL's and at risk of becoming LTEL's will participate in additional push-in supports by the coordinator. This can be in the form of targeted test prep, reading circles, writing clinics, or dramatic play depending on the needs of the students. The coordinator will meet with the parents of these students to ensure there is clear

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Teachers deliver whole-class instruction at or above grade level for GATE students and then differentiate the curriculum for those students whose needs dictate greater challenge and higher-level instruction. Differentiation can take the form of individualized extension of the curriculum (both teacher and student initiated), increased complexity and depth of curriculum, accelerated pacing of instruction, and higher expectations for student production appropriate to individual learning interests, needs, and abilities. Instruction for students who are identified as gifted and talented includes opportunities to practice critical thinking and creative problem solving in conjunction with subject matter acquisition and content mastery.

GATE students will be identified following current LAUSD policy. Furthermore, identified students within the program will be monitored for progress every semester to ensure they are exceeding the progress of their peers. GATE students' progress is monitored by the GATE coordinator and other school personnel as needed.

University High School Charter will offer an SAS program for identified GATE students, and students who demonstrate a high level of academic achievement. This program will challenge students by providing rigorous instruction that promotes active learning and

critical thinking. In addition, teachers will provide opportunities for gifted students to modify their individual assignments so as to be more challenging and engaging.

### **Students Achieving Below Grade Level**

University High School Charter is committed to meeting LAUSD's goal of 100% graduation and 100% attendance. The APSCS, Academic Counselors, A-G Pupil Services and Attendance Counselor, and School Based Pupil Services and Attendance Counselor will work with students identified as at-risk of dropping out due to credit deficiency and/or chronic absences. A plan will be developed with the student to suit their individual needs.

Students that are in need of credit recovery will be referred to programs like University High School's Adult School to earn deficient credits during adult school hours. Students who are at least 16 years old and are credit deficient a semester (30 credits) or more will be offered alternative 49 educational options such as continuation school, AC2T, independent studies, Regional Occupational Program (ROP), summer school, West Los Angeles Community College (WLAC), after school tutoring, etc. If funding is available, a local design English recovery class will be offered after school and taught by one of our English teachers.

The school will use a tiered approach to monitor student progress. The School Support and Progress Team (SSPT) will monitor the data and hold meetings as appropriate for the students. Counselors will continue to monitor their caseload and meet with parents as well as consult with the SSPT.

### **Socioeconomically Disadvantaged**

University High School Charter will identify students of socio-economically disadvantage/low income by using the free or reduced lunch designations. Specifically, students with a code of 1 meet the federal guidelines for free lunch. Students with a code of 2 meet the federal guidelines for reduced lunch. Students with a code of 5 meet the federal guidelines of students receiving some sort of assistance from the state or federal government. These three meal code designations are the indicator of a student in the socio-economically disadvantaged/low income group.

Relevant services that are personalized to meet the identified needs of the targeted student group include services provided by the following positions: Academic Counselor, Pupil Services and Attendance Counselor, Intervention/Prevention Support Coordinator, Problem Solving Data Coordinator, and Psychiatric Social Worker. The services that these positions will provide to socially-economically disadvantaged/low income students include, but are not limited to, working more closely with students to insure class schedules are appropriate and A-G progress is on-track. The Pupil Services and Attendance Counselor will work with students in this group who are not regularly attending school. The Intervention/Prevention Support Coordinator will work with students of this

group to provide appropriate intervention/credit recovery opportunities to stay on track for graduation. The Psychiatric Social Worker will work with students and their families to address social and emotional issues that limit academic progress.

The Problem Solving Data Coordinator will monitor the progress of identified students and disseminate information to the teachers and to the positions listed above. The Problem Solving Data Coordinator collaborates with teachers and service providers to establish learning goals and progress benchmarks for these students.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the Individuals with Disabilities Education Act (“IDEA”), California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

### **Conversion Affiliated Charter**

#### **1. District Affiliated Charter School’s Special Education Responsibilities**

##### **a. General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are provided a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education eligibility.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies

of assessments and IEP materials for District review and submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

**b. Transferring Students**

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

**c. Assessments**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (Rtl) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or decline to assess with an appropriate Prior Written Notice Letter. The District Affiliated Charter School may hold a SSPT meeting with the parent within 15 days to discuss the request in light of student records, available data, and student performance, but must still meet the statutory timeline for the assessment request. The District Affiliated Charter School may provide general education interventions through the SSPT process whether the special education assessment is conducted or not. If parent/guardian wishes to forgo the SSPT meeting, the District Affiliated Charter will develop the assessment plan, as noted above.

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

Under limited circumstances when a District Affiliated Charter School student's needs may not be met at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Non-Discrimination**

The Charter is committed to complying with applicable laws, regulations, and policies regarding nondiscrimination. The Charter will conduct outreach activities

to attract and enroll students, including students with mild to severe disabilities, that is diverse and comparable with resident schools with similar demographics with the goal of aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

#### **g. Staffing Requirements**

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with typically developing peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with Federal and State laws and District policies and procedures.

#### **h. Student Discipline**

The District Affiliated Charter School will ensure that it complies with the mandates of state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and align with District policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP team meeting as set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

### **2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as a respondent. Whenever possible, the District and the District Affiliated Charter School shall

work together to resolve the matter at an early stage (informal resolution session or mediation).

### **3. Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

### **4. Funding of Special Education**

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

### **5. District Responsibilities Relating to District Affiliated Charter School Special Education Program**

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

### **Students in Other Student Groups**

Students placed in out-of-home care (e.g., foster home, group home, relative home, etc.) or who have an open dependency court case will be identified through a data match using the My Integrated Student Information System (MISIS). The Foster Youth Counselor or administrator's designee will generate the Foster Youth Comprehensive

Summary – Secondary report on a weekly basis to track existing, enrolling, and withdrawing foster youth. The Foster Youth Counselor will be the point person to provide comprehensive academic assessments; individual, transitional, and group counseling; develop goals and provide interventions; engage caregivers, refer to District and community resources; participate in multi-disciplinary meetings, advocate for the educational rights of foster youth; coordinate services and collaborate with school programs and community agencies to engage foster youth with opportunities to improve their attendance, educational achievement, and social-emotional well-being.

**“A TYPICAL DAY”**

A visitor to University High School Charter will experience a welcoming environment. Teachers, classified staff, administrators and other staff members are available to assist parents and community members with questions and/or concerns. Information related to school academic programs, extra-curricular activities and school events are readily available in all school offices.

Students experience a rigorous, hands-on, student-centered academic program that prepares all learners for college and career. Teachers use research-based instructional strategies, including, but not limited to, wait time, comprehension checks, high level questioning, and structured student interactions. All courses integrate technology to access, research, and present information in a variety of forms. All students are expected to meet appropriate College and Career Readiness standards as well as the identified course standards for each class. The standard schedule for University High School Charter shall be as follows: Regular Day BIC (Breakfast In the Classroom is embedded into period 1) Schedule

**REGULAR DAY BELL SCHEDULE**

<b>Period</b>	<b>Start Time</b>	<b>End Time</b>	<b>Passing Minutes</b>	<b>Period Duration</b>	<b>Total Instruction Mins</b>
<b>Period 1</b>	8:30 AM	9:36 AM	0	66	66
<b>Period 2</b>	9:43 AM	10:39 AM	7	56	63
<b>Nutrition</b>	10:39 AM	10:49 AM	0	10	0
<b>Period 3</b>	10:56 AM	11:52 AM	7	56	63
<b>Period 4</b>	11:59 AM	12:55 PM	7	56	63
<b>Lunch</b>	12:55 PM	1:30 PM	0	35	0
<b>Period 5</b>	1:37 PM	2:33 PM	7	56	63
<b>Period 6</b>	2:40 PM	3:36 PM	7	56	63
<b>Total</b>			35	391	381/383

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

Element 3 –

***“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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, or the nature of the program operated, 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).)***

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation in and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

### **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 work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control

and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures 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.

University High School Charter continues to measure the success of the educational program and to promote college and career readiness through the structure with the following goals:

- Increase graduation rates
- Increase completion of A-G graduation requirements
- Increase the percentage of students taking the PSAT, SAT, ACT and district and state mandated assessments.
- Increase AP participation and AP pass rates
- Increase the percentage of students participating in dual and concurrent enrollment coursework through programs such as our partnership with West LA College
- Increase acceptance rates at UC, CSU and private universities
- Increase CTE pathway participation
- Increase parental involvement through the Local School Leadership Council, committees and parent meetings.

#### **MEASURABLE PUPIL OUTCOMES:**

#### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Progress will be evaluated or determined by:

- Increased performance on CAASPP, SAT, PSAT, mandates district and State assessments and criterion-referenced tests.
- Increased number of SAT, PSAT, ACT and AP tests taken.
- Survey to measure the effectiveness of staff development activities.
- Teacher assessments, student work, and alternative assessments.
- Reduced number of suspensions, OTs, expulsions, violent incidents, disciplinary referrals.
- Increased student attendance.
- A yearly comparison of statistics on the number of underrepresented student groups placed in honor and AP classes and monitoring their success rates.

#### **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District Affiliated Charter School, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible for paying all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

University High School Charter will strive to achieve student outcome goals as outlined in LAUSD's Performance Meter. These goals are aspirational and the methods used to achieve them are not intended to be mandatory or binding.

Goal 1: 100% Graduation—the goal of University High School is that all students graduate. In order to achieve this goal, University High School will implement the following strategies:

- The school will identify students in danger of not meeting graduation requirements, and hold a SST, Parent Conference, or Content/Grade Level meeting in order to determine strategies to ensure that the child graduates.
- Ensure students and parents are informed of the graduation requirements through annual grade level parent meetings, letters home, information provided on the school website, an email newsletter, and at Parent/Teacher conferences.

Goal 2: Proficiency for All—the goal of University High School is for 100% academic proficiency as measured by the score of proficient or advanced on the CAASPP in English Language Arts and Mathematics. In 2016-17, 67% of all students at University High School met or exceeded the standard on the CAASPP in ELA, and 35 % met or exceeded in math.

In addition, the goal of University High School Charter is for 100% proficiency for students with disabilities who are in the general education program at least 80% of the instructional day. These students are identified as students ages 6-22 with mild to moderate disabilities (specific learning disability (SLD), speech or language impairment (SLI), or other health impairment (OHI)) who participate in the General Education program at least 80% of the instructional day, as written into their individual education plan (IEP); targets are based on the California State Performance Plan. At University High School in 2016-17, 20% of Students with Disabilities met or exceeded standards on the CAASPP in ELA, and 8% met or exceeded in Math.

In order to achieve the goal of proficiency for all students, University High School Charter will implement the following strategies:

- Use research based instructional strategies and methodologies to ensure content is comprehensible to all students.
- Use a variety of data to identify students at-risk of not reaching proficiency, and determine strategies to achieve grade level proficiency via SST meetings, academic department meetings, and parent-teacher conferences.
- Use technology to improve and support instruction and learning.
- Ensure teaching of grade level Common Core Standards and 21st Century Skills across subjects.
- Purchase supplemental materials (such as Accelerated Reader) to support the instructional program, and to differentiate instruction.

Goal 3: Attendance—the goal of University High School is to have all students and school-based staff maintain 96% or higher attendance.

In order to achieve this attendance goal University High School will implement the following strategies:

- Offer incentives for students who have good attendance, such as monthly Perfect Attendance Awards and recognition for exceptional attendance at other intervals.
- Ensure that students are knowledgeable of the academic, social, and emotional benefits of attendance and the consequences of absence.
- Inform parents of the student and school benefits of attendance and the consequences of absence. (Parents can be informed through Parent/Teacher conferences, phone blasts home, and presentations at parent meetings.)
- Call home (by the SAA or Counselor) to inform parents of any tardy or attendance problems with their child.
- Ensure that the counselor will meet with at-risk students and parents to come up with an individualized attendance plan.
- Utilize ConnectEd reminders to parents when students are tardy or absent.
- Reflect attendance in teacher evaluations.

Goal 4: Parent and Community Engagement—The goal of University High School is 5% annual growth for the percentage of parents who answer “often” or “always” on the “I talk with my teacher(s) about my child’s school work” portion of the School Experience Survey. Also, the District’s goal is to increase parents’ participation on the School Experience Survey by 5% annually.

In order to achieve this goal, University High School will implement the following strategies:

Inform parents of the importance of completing the survey, how to complete the survey, where to access it, what to do with the survey when it’s finished, and the deadline to complete the survey. (This can be done through Parent/Teacher conferences, flyers home, phone blasts home, and presentations at parent meetings.)

- Offer a variety of ways for parents to get involved at University High School. (Supportive community members will work closely with University High School staff to offer activities such as Fundraising Events, Career Day, Health and Fitness Fair, and guest speakers, etc.)
- Inform parents of all the opportunities for involvement in a variety of ways such as through parent/teacher conferences, flyers home, email newsletter from the Foundation, phone blasts, information on the school website, and presentations at parent meetings.
- Offer a variety of ways for parents to contact their child’s teacher(s).
- Back-to-School Night (in the Fall), Open House (in the Spring), and Parent/Teacher Conferences (2 times a year) offer opportunities for parents to meet with their child’s teacher(s).
- Keep the Parent Center open and welcoming daily so that parents can hold meetings and collaborate with one another.
- Distribute the “School-Parent-Student Commitment” forms at the beginning of the school year so that parents know that the University High School staff views parent involvement as essential to the success of the students and the school.

Goal 5: School Safety—the goal of University High School is to have an annual decline in non- mandatory suspensions in order to decrease instructional days lost as a result. University High School also has a goal of 2% annual growth in the percentage of students who feel safe on school grounds based on the School Experience Survey. In so doing, University High School will:

- Offer alternatives to suspensions like restorative justice, peer mediation, or school beautification (trash clean up, planting native gardens)
- Teach students the clear behavioral expectations, rules, and consequences for the school.
- Have ample supervision on campus during nutrition and lunch to ensure that students feel safe and to ensure that any problems that arise will be quickly resolved.
- Staff will follow the procedures outlined in the District mandated Safe School Plan Volumes 1-3.
- Have emergency drills, as mandated by the District, so that students feel comfortable with the procedures and safe with the knowledge that staff is prepared to handle emergency situations.
- Ensure that teachers utilize strong classroom management techniques as outlined in the District’s Discipline Foundation Policy.

How the Methods are Consistent with the School’s Academic Program

Authentic assessments based on the Common Core Standards and developed by the teacher, are useful to monitor a student’s progress over time in a variety of settings. Standardized assessments such as the ELPAC, CAASPP/Smarter Balanced Assessment, District-created core subject assessments, and District adopted curriculum assessments are all useful measurements of students’ understanding of a concept or skill. Teachers may also use commercially available performance, diagnostic, formative, and summative assessments.

## DATA ANALYSIS AND REPORTING

University High School Charter believes that assessment is ongoing and should provide teachers with data needed to guide instruction and meet student needs. Therefore, students will be frequently assessed through the following means:

- Teachers will use “MyData” and Focus Reporting and Dashboards from MiSiS to analyze deficits in student performance levels from previous years.
- Teachers will use Schoology to monitor ongoing progress and target students that need support. Teachers will then meet to discuss and implement strategies to help at-risk students.
- Teachers will use Periodic Assessments to determine student progress and level of understanding of subject matter in core classes. Periodic assessments allow teachers to compare student performance levels using a common assessment to determine ways to modify instruction and meet students’ needs. Periodic assessments may occur before every 5-week grading period. Similarly, daily or weekly quizzes, tests, classwork, assignments, and projects will be used to identify areas of concern and to guide instruction.

- Summative assessments will occur at the end of the semester and/or yearly. These include final exams, the CAASPP, and the ELPAC for English language learners.
- Authentic assessments will occur throughout the year. Authentic assessments include portfolios, journals, work samples, homework, checklists, teacher observations, anecdotal records, and student projects. This informal data allows teachers to gain a big-picture understanding of student needs and learning levels.

Use of assessment data will be ongoing. Data will be integral in helping teachers differentiate instruction. Once student needs are identified, teachers can modify pedagogy, and determine which instructional strategies and resources will best meet student needs. Similarly, whole-class data can be analyzed by teachers in order to identify topics, concepts, and standards that need re-teaching or modification.

Assessment data will be used to improve the entire educational program, particularly to identify achievement gaps and strategies to close those gaps. Academic programs at University High School Charter will thereby be fluid and continually modified. Assessment data will be useful in helping the teaching staff determine professional development and instructional goals.

Overall, data will be used at University High School Charter to:

- Modify and guide instruction to meet students' needs.
- Identify students' areas of strength, weakness, and need.
- Identify at-risk students for SSPT or Intervention.
- Share with parents (through report cards, conferences, progress reports).
- Identify and prioritize professional development.
- Share at grade level and content area meetings.
- Share in public forums (such as parent and governance meetings).
- Determine school-wide needs (using SARC, Data Summary Report, and MyData) in areas such as attendance, suspension, and expulsion rates.
- Establish school-wide funding and instructional priorities.
- Identify subgroups, like English Learners, who need widespread use of specific instructional strategies.

University High School Charter agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, University High School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.



## 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 a District Affiliated Charter School, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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.

### **STAKEHOLDER INVOLVEMENT**

University High School Charter will conduct bi-annual stakeholder meetings. By September 15th of each year, the stakeholder meeting will include an overview of the school's educational program, instructional support and available intervention/credit recovery programs. This meeting will also offer stakeholders the opportunity to provide actionable feedback to the plan.

By March 31st each year, the school will hold a stakeholder meeting to review student achievement outcomes related to the LCFF/LCAP and provide feedback on revisions to address the areas of the instructional and support program that showed a lack of progress.

University High School Charter will conduct periodic surveys through the school website to gather feedback related to the instructional, counseling, and support programs at the school. The website will also be used to give stakeholders contact information to offices and individual teachers.

### **TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), the Americans with Disabilities Act, and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

### **RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Region and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Region and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region immediately of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School. The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

### **FEDERAL PROGRAM COMPLIANCE**

As a District Affiliated Charter School, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## Element 5 – Employee Qualifications

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

### EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. 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.

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

### Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning a certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

## **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission.

## 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) 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).)***

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

As a District Affiliated Charter School, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to state laws and the policies and procedures of the District related to fingerprinting and criminal background clearances.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening, as applicable. Charter School will ensure that students with individualized education programs (“IEPs”) will continue to access their IEP special education program and related services, regardless of vaccination status. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

### **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.* and related District policies and procedures.

### **SUICIDE PREVENTION**

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of Education Code section 215.

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, 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 shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## Element 8 – Admission POLICIES AND PROCEDURES

**“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)**

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., *Crawford v. LAUSD*) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law, District policy, and the terms of this Charter.

### Student Recruitment

#### Student Recruitment

University High School Charter currently services a high percentage of students who have a history of low academic performance, are socio-economically disadvantaged, and students with disabilities.

These students come from many of our feeder middle schools such as Emerson Middle School, Johnnie Cochran Middle School, John Burroughs Middle School, Palms Middle School and Daniel Webster Middle School. In order to help this diverse student population continue to flourish at University High School, the Charter will recruit new students from these feeder schools in the following ways:

- University High School Charter will continue to host parent/student tours and Open House where information will be provided about the enrollment process and academic supports available for with diverse needs.
- University High School Charter will send the Magnet Coordinator, Counselors and when feasible current students (Uni Ambassadors and/or ASB Leadership Students) who reflect the diversity of University High School's campus to recruitment fairs hosted on the campuses of our feeder schools
- Invite middle and elementary schools within our feeder pattern, as well as, community members to school events such as theatre productions and Multi-cultural fairs
- University High School Charter will implement plan so that all schools within our feeder pattern will be aware of academic programs and supports University High School offers to support the needs of our diverse student population
- We will use the school website to help families understand the education, achievements, programs, teacher websites, and other important information about our academic program.
- Images of our campus and student resources will be identified on the "A day in the life of a University Student" on our website.
- The new student checklist identifies dates, deadlines, and contacts to support student understanding of the larger school program. We have many leadership opportunities for students that are listed on our website and disseminated via school staff

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>1</sup>) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

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<sup>1</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term "former attendance area (boundaries)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

### **Lottery Preferences and Procedures**

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades 9-11th at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades 9th - 11th at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the auditorium, multi-purpose room or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not

required to participate in the lottery. At the designated place, date, and time of the lottery, students selected will be announced.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

### **MAGNET PROGRAM**

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

### **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/guardians that Charter School is open to enroll and provide

services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

### NON-DISCRIMINATION

Charter School shall not require a parent/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, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, 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 adhere to the District's policy 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.

### 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 (i.e., District application portal) 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.

#### 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).)***

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

Element 10 – Suspension and Expulsion Procedures

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

### **GENERAL PROVISIONS**

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent District 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g., truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

### **STUDENTS WITH DISABILITIES**

Charter School shall implement District policies and procedures ensuring 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 alternative educational placement, to be 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 applicable disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, 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 Section 504 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 the student’s Section 504 plan?

### **NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, 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 sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

### **READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

### **GUN-FREE SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## **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).)***

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

## **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).)***

Students 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 a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**



Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## 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. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.” (Ed. Code § 47605(c)(5)(O).)***

### CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### **REVOCATION OF THE CHARTER**

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause 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.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School seeks to revert voluntarily to non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students

enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), can apply for continuous enrollment through permits, as applicable.

### **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District Affiliated Charter School, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District Affiliated Charter School and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

## Additional Provisions

### FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### FISCAL MATTERS

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)