



Charter Petition for Value Schools K-8 #2

Submitted by Value Schools  
September 2013

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# Introduction

## I. The Value Schools Board

The Board of Directors for Value Schools proposes to open its third charter school, one that would be its second school to serve students in grades K – 8<sup>th</sup> (Value Schools K-8 #2). The demographics of the population of students to be served by the new school are similar to those at Downtown Value School and, therefore, the board proposes that it uses the same model of education that it has successfully implemented at Downtown Value School. Last year the Board of the Los Angeles Unified School District renewed the charter for Downtown Value School for the second time, giving the school its third five-year term.

For some time the Value Schools Board of Directors has been considering starting its third charter school. However, the Board has always been cautious, wanting to make sure that the two schools that it presently operates (Downtown Value School and Central City Value High School) are successful both academically and financially. The Board now feels confident that it is time to open the next charter school. As Value Schools has successfully managed the financial operations of its two schools during a time of reductions of state funding and the deferrals of funding, it has also continued to improve the academic performance of its students.

A strength of the Board's role has been establishing a balance between giving school administrators autonomy in operating the school and holding those administrators accountable for performance and growth.

## II. Best Practices

Value Schools K-8 #2 will implement the best practices learned at Downtown Value School. These are utilizing:

- the values based model of education and
- using data to drive instruction

### A. Values Based Education

In the early 1990's researchers began to examine why parochial schools serving low income and minority students produced greater academic achievement than their public school counterparts serving student populations with similar demographic characteristics. These researchers identified several key factors. These factors include a focused curriculum, an emphasis on academics, a school directly managed by the principal and a set of core beliefs and values shared by parents and faculty. (Bryk et al., *Catholic Schools and the Common Good*, 1993)

The most important finding was that the shared beliefs and values generated an extra social capital that propelled student achievement. One commentator on the research thought that the shared values created an inspiring ideology that gave meaning to going to school. Value Schools has fashioned an educational model that puts the shared values front and center. The values espoused by Value Schools are secular values and ones that can inspire and give a purpose to an

education. Value Schools also emphasize academics and discipline in an orderly environment; it utilizes family involvement; and the schools are locally directed so as to be more immediately responsive to student and family needs.

Value Schools K-8 #2 will be very similar in the details of the curriculum and in the educational methodology to traditional public schools. The uniqueness does not lie in some “secret” curriculum or method. What holds the school together and gives energy to the learning experience is a common “world-view.”

Recent research by Samuel Casey Carter found that a school that created a culture that purposefully emphasized moral development had higher achievement levels. He wrote: “By telling the stories of twelve very different but equally extraordinary schools from all across the country, this book explains how they form student character, and ultimately, how great school cultures harness student character to drive achievement.” (Carter, *On Purpose: How Great School Cultures Form Strong Character*, 2011) To select schools for his study Carter examined the performance results from over 3,500 schools from across the country. These served all segments of the school age population and included public and private schools. His thesis can also be read to say what produces high student achievement is the same for all types of students, affluent or low income, minority or not, English speaking or not, and so forth.

Carter further wrote:

All these schools beat the competition in their local areas as far as academic and other student achievement is concerned. All of them far exceed the national performance levels for the populations they serve. Nine of the twelve would rank superior on any national ranking of any kind. Together they are just a snapshot of the more than 115,000 schools in the country, but they are among the very best—for they aim only bring the best out of their students—and they prove what is possible for every school in America. (Carter, *On Purpose: How Great School Cultures Form Strong Character*, 2011)

By emphasizing its five core values Value Schools K-8 #2 will purposefully develop a school culture that forms student character and drives student achievement.

### ***B. Using Data to Drive Instruction***

Downtown Value School has used a variety of tools to gather and analyze data on student performance. In August of each year, teachers review the most recent CST results, using the online Data Director program to break down strengths and weaknesses, trends and anomalies according to subject, strand, standard, student, grade, and school. All teachers have access to their students’ information and are provided the time and structure to analyze student scores, check for trends, identify “gainers” and “sliders”, and begin to set goals for the coming school year.

By the beginning of September, teachers have administered and analyzed their first program pre-assessments for Open Court Language Arts and Saxon mathematics curricula, and uploaded the

information into Data Director. They also administer the DIBELS general outcome assessment for reading fluency and comprehension, which rounds out the picture of the performance levels for each student in their classes. Teachers then look for trends, corroborative data, and inconsistencies.

Before instruction begins in the fall, the teachers have a clear idea of which students will most likely need extra assistance in accessing the various parts of the curriculum, and they make plans in their daily schedules for small group instruction for these students. The teacher keeps a digital binder (known as “The Binder”) with annual, benchmark, and program assessment information, along with ongoing notes on students who have been identified as “at risk” of not making grade level progress. As new assessment data are received throughout the year, they are entered in sections of The Binder, and student progress can be tracked by the teacher, administration, and all support providers. As teachers work with students in small groups, progress toward mastery of standards is recorded on a near daily basis.

Downtown Value School has used a “Response to Intervention” type model to ensure that each child makes sufficient progress in mastering the grade level standards. Students who make grade level progress and more within the expected time frame are considered in Tier IA. There are approximately 75%-80% of the students who are in Tier IA in each class. These students are provided grade level and advanced curriculum, usually in a whole group setting. Students who have demonstrated that they can make near grade level progress with some extra help in small, skill based groups are placed in Tier IB. These students receive pre-teaching, reteaching, and sometimes English language support in small groups on a regular basis from the classroom teacher or classroom aide (K and 1), in addition to the whole class instruction. Student progress is monitored frequently and recorded in The Binder. These groups are fluid throughout the year, with students moving in and out according to results of program assessments.

Students are considered in Tier II when they have more significant skill deficits (“at risk” in DIBELS or AIMSWEB assessment, Below Basic or Far Below Basic on CST or benchmarks). In addition to whole group instruction and small group reteaching, these students receive additional support from a Learning Skills Specialist, plus extra time on the research-based reading skills program, Lexia. The specialist meets with small groups (1-4 students) on a daily basis in the classroom or the Learning Center. Skills usually include decoding and word study, fluency, and comprehension. Progress is tracked using data from Six Minute Fluency, DIBELS, or the Lexia program.

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

When students still show insufficient progress with these supports, a recommendation may be made to conduct further psychological assessments to check for an underlying learning disability or other cognitive or psychological impairment. The Special Education Coordinator and School

Psychologist are notified, requests for assessments are sent to parents, and the appropriate assessments are scheduled. If a student is found to qualify for Special Education, he/she is considered to be in Tier III, and an individual education plan (IEP) is developed. The special education teacher schedules individual or small group instruction to further address learning needs, collaborates with teacher and other members of the staff on appropriate curriculum modifications, and assists the teacher in setting realistic yet challenging goals for the student.

The school uses a transparent approach to using all types of performance data. Students are kept apprised of their progress on reaching benchmark standards, and help set age appropriate short-term and long-term goals with their teachers. Data are frequently shared with parents on program, benchmark, and annual assessments, and student performance data are shared at parent conferences. The school has found that this transparent, team approach toward using data is the most effective in ensuring that all students make adequate progress every year.

Value Schools K-8 #2 will implement this use of data to drive instruction and implement a Response to Intervention program similar to Downtown Value School.

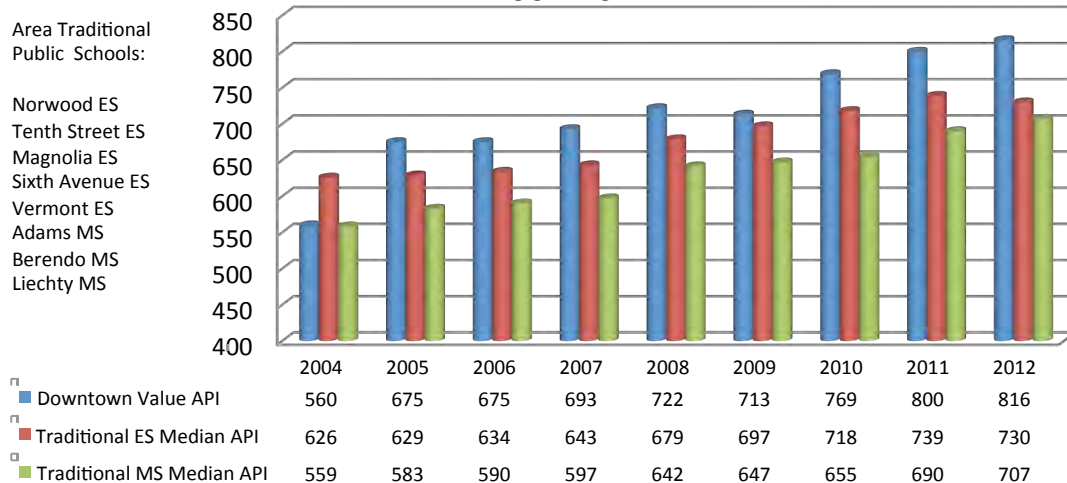
### III. Contribution to Public Education in Los Angeles

Downtown Value School’s major contribution to public education is the superior education provided to its students. Using the California State Testing and Reporting program (STAR) as a means to measure performance, it is clear that Downtown Value School has out-performed the traditional public schools in the area served by the school.

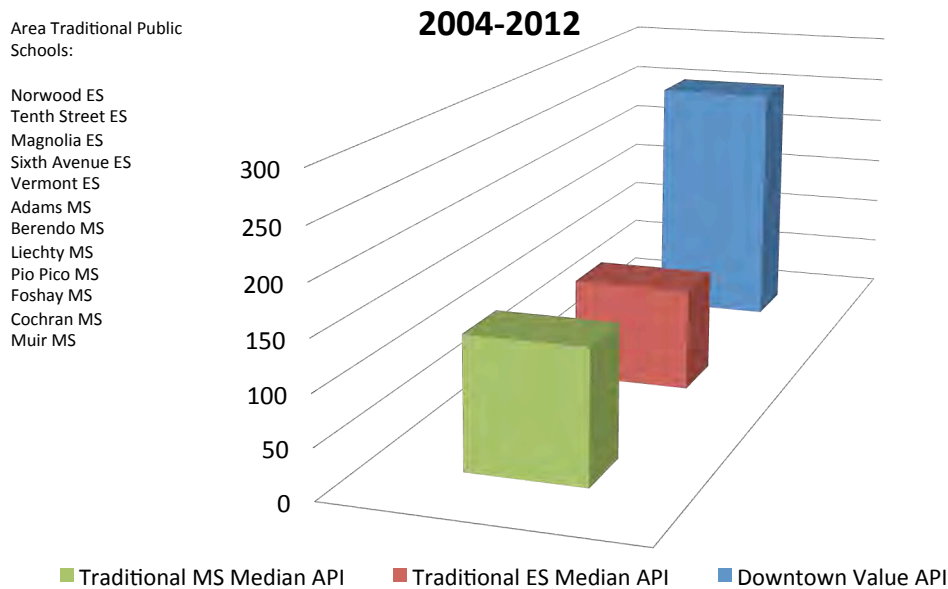
The following two charts use the Academic Performance Index (API) to make a comparison between Downtown Value School and traditional public schools.

□

**Downtown Value School API Scores Compared to Traditional Public Elementary & Middle Schools 2004-2012**



## API Growth of Downtown Value School Compared to Traditional Elementary & Middle Schools

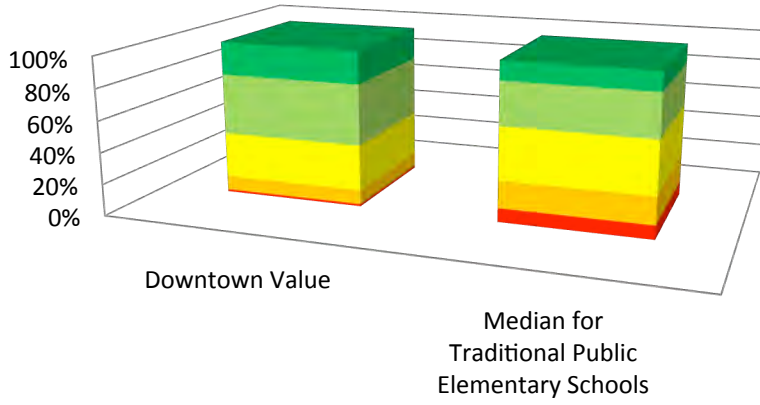


Since Downtown Value School started testing in 2004 through the most recent test period of 2012, the school's API has grown 256 points. The 2012 score was 816. This is compared to the median growth of the traditional schools of 104 for area elementary schools and 132 for area middle schools. Their median scores were 756 for elementary schools and 662 for middle schools.

The next charts compared performance on the 2013 California Standards tests between Downtown Value School students and those in area traditional elementary and middle schools. Downtown Value has a higher percentage (60%) of elementary students proficient or advanced in English language arts than area traditional public elementary schools (39%) and a lower percentage (11%) of elementary school students below basic or far below basic than area traditional elementary schools (26%). At the middle school level Downtown Value had 55% students proficient or advanced in English language arts while the area traditional middle schools had only 33% of its students proficient and advanced. Downtown Value had only 8% of its middle school students below basic or far below basic while the area traditional middle schools had 31% of its students below basic or far below basic. In mathematics Downtown Value had 71% of its elementary students and 61% of its middle school students proficient or advanced compared to 59% of area traditional elementary schools and 35% of area traditional middle schools. At the below basic and far below basic levels in math Downtown Value had 8% of elementary and 13% of middle school students compared to the area traditional schools that had 17% of elementary and 36% of middle school students.

## DVS Grades 2-5 2013 CST Score in English Language Arts Compared to Area Traditional Public Elementary Schools

Area  
Traditional  
Public  
Elementary  
Schools:  
  
Norwood  
Tenth Street  
Magnolia  
Sixth Avenue  
Vermont



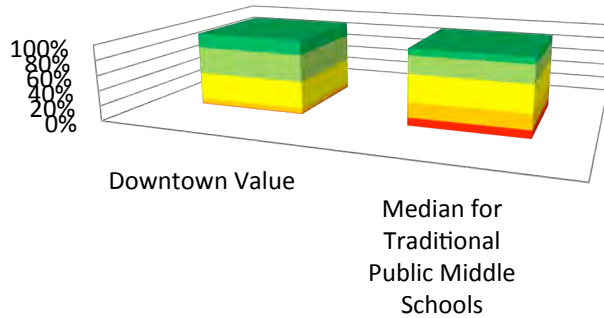
	Downtown Value	Median for Traditional Public Elementary Schools
Advanced	21%	12%
Proficient	39%	27%
Basic	29%	33%
Below Basic	9%	17%
Far Below	2%	9%



## DVS Grades 6-8 2013 CST Score in English Language Arts Compared to Area Traditional Public Middle Schools

Area  
Traditional  
Public Middle  
Schools:

Adams  
Berendo  
Liechty  
Pio Pico  
Forshay  
Cochran  
Muir



Downtown Value

Median for  
Traditional  
Public Middle  
Schools

■ Advanced  
■ Proficient  
■ Basic  
■ Below Basic  
■ Far Below

Downtown Value

Median for Traditional Public Middle  
Schools

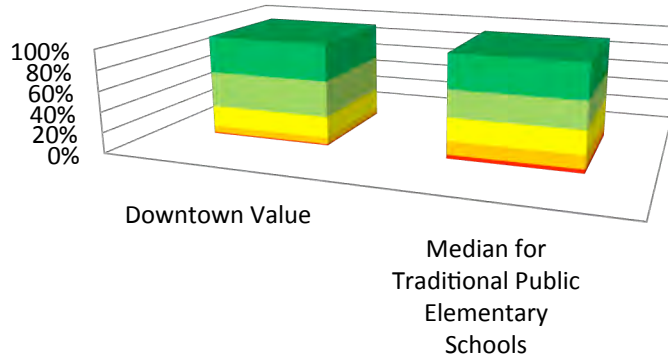
19%  
36%  
36%  
7%  
1%

9%  
24%  
36%  
20%  
11%

## DVS Grades 2-5 2013 CST Score in Mathematics Compared to Area Traditional Public Elementary Schools

Area  
Traditional  
Public  
Elementary  
Schools:

Norwood  
Tenth Street  
Magnolia  
Sixth Avenue  
Vermont



Downtown Value

Median for  
Traditional Public  
Elementary  
Schools

■ Advanced  
■ Proficient  
■ Basic  
■ Below Basic  
■ Far Below

Downtown Value

Median for Traditional Public Elementary  
Schools

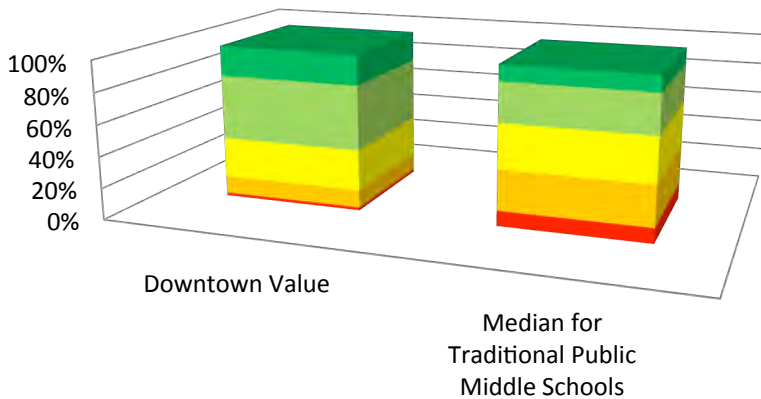
36%  
35%  
21%  
7%  
1%

33%  
26%  
22%  
13%  
4%

## DVS Grades 6-8 2013 CST Score in Mathematics Compared to Area Traditional Public Middle Schools

Area  
Traditional  
Public Middle  
Schools:

Adams  
Berendo  
Liechty  
Pio Pico  
Forshay  
Cochran  
Muir



Downtown Value

Median for  
Traditional Public  
Middle Schools

Median for Traditional Public Middle  
Schools

- Advanced
- Proficient
- Basic
- Below Basic
- Far Below

19%

42%

26%

11%

2%

10%

25%

29%

26%

10%

## **AFFIRMATIONS AND ASSURANCES:**

Value Schools K-8 #2, also referred to herein as the “Charter School,” shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations
- Not charge tuition
- Not discriminate against any student 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
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school, the student is not over the age of 22 and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the 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.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

### 1. Target Student Population

Value Schools K-8 #2's mission is to educate students who come from traditionally underserved populations. Value Schools proposes to locate the new school in the southern section of Local District 2. The fifteen traditional public elementary and middle schools serving this area are identified by name on a table that follows. The expected key demographics are shown in the following table.

The expected key demographics are shown in the following table.

Characteristic	
Hispanic	86.9%
Asian	3.3%
African American	2.3%
English Language Learner	54.6%
Free/Reduced Price Meal Eligible	89.4%
Special Education	10.0%

The projected enrollment for next five years is shown in the following table.

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	43	44	46	47	48
First	43	44	46	47	48
Second	0	44	46	47	48
Third	0	0	46	47	48
Fourth	0	0	0	53	54
Fifth	0	0	0	0	54
Sixth	54	56	57	59	60
Seventh	0	56	57	59	60
Eighth	0	0	57		60
Total	140	244	372	415	480

The school is expected to reach its capacity enrollment of 480 students in 2018-19, but this enrollment may be achieved somewhat sooner or later.

**District Required Language**

The address of Value Schools K-8 #2 is proposed to be located in the southern area of Local District 4 and is identified by the traditional public schools in the area listed in the following table.

The phone number of Value Schools K-8 #2 is not yet determined.

The contact person for Value Schools K-8 #2 School is Ms. Gerry Jacoby, Principal.

The term of this charter shall be from July 1, 2014 to June 30, 2019.

The grade configuration is Kindergarten - 8th Grade.

The number of students in 2013-14 will approximately be 140.

The grade level(s) of the students 2013-14 will be Kindergarten - 1st Grade and 6th Grade.

The scheduled opening date of the Charter School is August 11, 2014

The admission requirements include: Please see Element #8

The operational capacity will approximately be 480 students.

The instructional calendar will be found on page 39 of this Element #1.

The bell schedule for the Charter School will be found on page 92-93 of this Element #1.

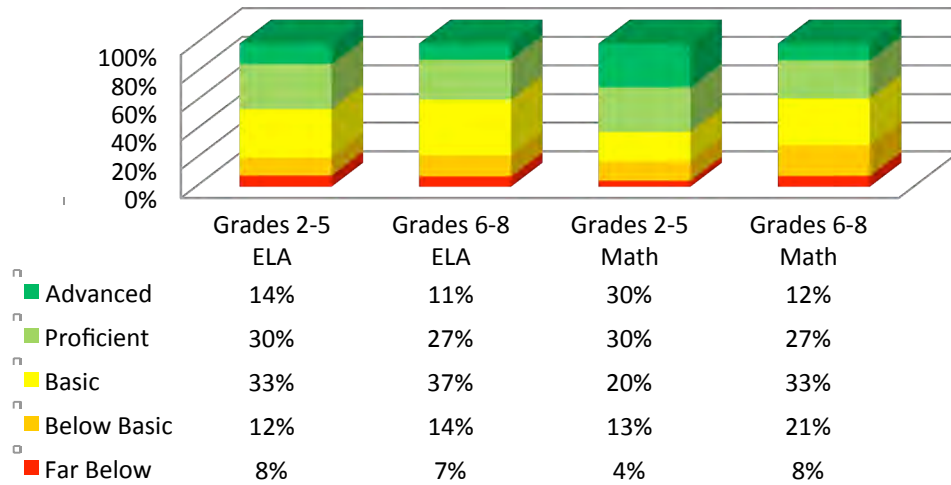
If space is available, traveling students will have the option to attend.

Local District 4 Schools	Enrollment	Single Track	Program Improvement?	Met Schoolwide Growth Targets	Met All Subgroup Growth Targets	API Score 2012	API State Rank 2012	API Similar School Rank 2012	FRPM	SpEd	ELL	Latino	Asian	African American
Charles White ES	448	Yes	No	Yes	Yes	835	6	10	92%	6%	63%	93%	1%	4%
Commonwealth Ave ES	874	Yes	No	Yes	Yes	848	7	10	89%	9%	52%	72%	10%	6%
Esperanza ES	874	Yes	Year 5	Yes	Yes	699	1	2	90%	10%	67%	94%	0%	4%
Frank Del Olmo ES	870	Yes	No	Yes	Yes	848	7	10	91%	10%	56%	86%	10%	1%
Hoover Street ES	799	Yes	Year 5	No	No	787	4	8	84%	13%	74%	96%	1%	1%
Lafayette Park PC	134	Yes	*	*	*	*	*	*	89%	8%	78%	88%	3%	3%
Lake Street PC	221	Yes	*	*	*	*	*	*	90%	11%	50%	82%	6%	2%
MacArthur Park PC	177	Yes	*	*	*	*	*	*	91%	6%	86%	96%	1%	1%
New Open World Academy	1030	Yes	Year 2	Yes	Yes	709	1	5	89%	10%	51%	85%	8%	2%
Rosemont ES Union	577	Yes	Year 3	No	No	776	3	6	90%	13%	41%	80%	3%	4%
Avenue ES UCLA	1098	Yes	Year 4	Yes	Yes	762	3	5	89%	11%	56%	95%	1%	1%
Community Castro MS	978	Yes	Year 2	Yes	Yes	697	3	3	58%	8%	55%	77%	15%	2%
Virgil MS	512	Yes	Year 2	No	No	697	1	3	56%	10%	27%	91%	2%	2%
Young Oak Kim Academy	1213	Yes	Year 5	**	**	734	3	8	89%	14%	30%	84%	4%	2%
Young Oak Kim Academy	882	Yes	Year 2	Yes	No	695	1	1	87%	10%	25%	85%	8%	2%
Median	870					748	3	5.5	89%	10%	55%	86%	3%	2%

\* Primary Centers do not administer CST's \*\* Did not have valid API for 2010-11 SOURCES California Department of Education and LAUSD web sites.

The following chart show the achievement levels of the students in the traditional public schools in the area to be served based on the 2013 California STAR testing program.

### Median 2013 CST Results for Traditional Schools in Area To Be Served



## 2. Mission of Value Schools K-8 #2

Value Schools K-8 #2 will facilitate the learning of elementary and middle school students who come from underserved populations by providing a highly focused academic program in a community that will foster character development with a core set of values. The school’s mission is to educate its students so that they may become persons who make a positive difference for their society and their world.

Value Schools asserts these Five Values as the core of its educational model:

- Academic excellence is the means to a full life.***  
 Academic learning develops a person’s capacities to enjoy life, to live cooperatively and comfortably with others, to contribute to the economic well being of oneself and society and to be an active citizen. Anything less than striving for excellence deprives both students and society. The fundamental means to excellence are teachers who offer expert instruction with high expectations for performance, students who are disciplined learners and standards of accountability for both.
- Each student can develop to his or her fullest potential.***  
 Each person is different, but each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop the whole range of human talents to the maximum extent possible. Schools have the responsibility of

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

- ***Each individual is unique and deserves respect.***  
Each person has the right to life, liberty and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This dignity implies that in society there are rules that limit certain behaviors so that all might have the fullest exercise of their rights. These rules are the laws enacted by government, codes of conduct set by institutions, customs and practices found in civil society and the moral norms freely adopted by individuals. Good schools set high standards for student behavior.
- ***A safe, nurturing community is essential to academic excellence.***  
Rules of conduct that protect each person's dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and who seek good for each other. In a community, everyone belongs and feels valued by the others. In community, each feels secure and is supported in efforts to grow in every way.
- ***Service to others and the community is a responsibility of an educated person.***  
An education completes a person by developing his/her talents and abilities. However, an educated person is not satisfied only with personal development. Talents and abilities perfected through an education need to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

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

### ***3. Twenty-first Century Education***

#### **1. An Educated Person**

The Value Schools defines an educated person in the 21<sup>st</sup> century as an individual who is able to make a positive difference in the world through a thorough understanding of five core values. These individuals must demonstrate a desire to

- actively seek to continue to learn throughout their entire lives;
- have both the basic knowledge and skills that all persons can acquire and the refinement of those special talents that each person possesses;
- respect every person and work to promote the dignity of each person;
- show that by collaborating with others the community can gain more than what the individuals can achieve on their own;
- use what he or she has learned to contribute to society through employment, civic participation, family life, and community service



The basic knowledge and skills needed for the 21<sup>st</sup> century include the following:

- academic excellence in English language arts, math, science, and social studies
- the ability to gather and evaluate information, articulate ideas, and produce original works with confidence and clarity
- skill in using technological tools effectively, creatively, and responsibly
- a demonstration of the higher order thinking skills of application, analysis, synthesis and evaluation

## **2. How Learning Best Occurs**

Value Schools promotes the idea that learning occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals dedicated to the support of the five core values.

To discover the best teaching practices for particular grade-level knowledge and skills, teachers are guided by experts in the field of learning.

Robert Marzano, who coordinated a research team to study instructional techniques in the classroom, published the findings in his book titled Classroom Instruction that Works (2001). Through a meta-analysis of hundreds of studies conducted over the years, conclusions were drawn that supported nine instructional practices which were particularly effective in raising student achievement. The practices identified as effective are the following:

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

In addition to receiving professional development in the use of these classroom strategies, Value Schools K-8 #2 has identified the following elements as important to the students' successful acquisition of knowledge and skills.

They acknowledge that learning best occurs when there is:

- Appropriate motivation for acquisition of knowledge and/or skills;
- Balance of familiar and new concepts;
- Opportunity to immediately use newly acquired information;
- Frequent repetition;

- Diversity of models of work that illustrate high standards and expectations;
- Authentic and meaningful application of learning;
- Opportunity to transition from concrete to abstract thought;
- Appropriate and intermittent reinforcement and corrections during successive approximations to the goal

Ongoing discussion of appropriate and effective instructional strategies is an important part of continued professional development.

### **3. Goals of Value School K-8 #2**

The goals of the school may be stated in the following way.

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

Students are Academic Achievers who

- are driven towards academic excellence in English language arts, math, science, and social studies
- can gather and evaluate information, articulate ideas, and produce original works with confidence and clarity
- use technological tools effectively, creatively, and responsibly
- demonstrate the higher order thinking skills of application, analysis, synthesis and evaluation

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

Students are Goal Seekers who

- demonstrate ambition and take initiative to set challenging goals
- realistically reflect on academic/ personal progress
- use decision making processes that are logical and effective
- show, understand, and appreciate the value of hard work
- are aware of a variety of career opportunities and the paths to obtain them

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

Students are Respectful Scholars who

- understand and respect people with different world views, beliefs, preferences, and abilities
- develop healthy relationships with adults and peers

- demonstrate skills in resolving interpersonal conflicts effectively
- acknowledge their unique talents and gifts and share them with others in a positive way
- make healthy choices nutritionally and socially

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

*Students are Collaborative Workers who*

- are able to effectively assume a variety of roles in social and academic groups
- manage interpersonal relationships in a positive manner
- adapt to new situations and changing environments
- appreciate the contributions of others

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

*Students are Global Citizens who*

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

***D. A “Typical Day”***

Students will gather in the yard every morning, and will be led in the Pledge of Allegiance and Recitation of the Values at 7:55 a.m. Special announcements will be presented at this time. At 8:00 AM students will report to their classrooms for academic instruction. The typical day will include instruction in English language arts, mathematics, social studies, science, physical education, art and music.

Classes will be self contained in grades K-5, although at some levels teachers may teach both classes of either science or social studies, depending on teacher’s own interest level or strength. Classes in grades 6, 7, and 8 will be departmentalized according to the areas of teachers’ strengths and qualifications.

Student learning will take place in a variety of ways. At any time during the day, visitors will observe teacher led instruction; individual, pair or small group projects; class or small group discussion; demonstrations by teacher or other students; and individual research activities, using both print media and electronic resources. One class may be participating in an art activity while another is learning to play the recorder. A teacher

may be instructing students in physical education in the school yard or at the park nearby. Other students may be studying plants in the school garden.

Students and teachers will be respectful of others' ideas, backgrounds, property, and space. A general respect for rules and procedures will be evident throughout the school. Students will be engaged in the learning process, and accountable for their progress. Results of students' work will be displayed in the classrooms and halls to celebrate learning and achievement at all levels.

## ***E. Value Schools K-8 #2 Instructional Program***

### **1. Instructional Framework**

Value Schools K-8 #2 will implement the educational program developed by *Value Schools*. This program delivers educational services that result in students becoming successful in school by utilizing two proven elements: Values-Based Education and Accountability for Results. These are described in detail below.

#### **An Emphasis on Values**

In the early 1990's researchers began to examine why parochial schools serving low income and minority students produced greater academic achievement than their public school counterparts serving student populations with similar demographic characteristics. These researchers identified several key factors. These factors include a focused curriculum, an emphasis on academics, a school directly managed by the principal and a set of core beliefs and values shared by parents and faculty. (Bryk et al., *Catholic Schools and the Common Good*, 1993)

The most important finding was that the shared beliefs and values generated an extra social capital that propelled student achievement. One commentator on the research thought that the shared values created an inspiring ideology that gave meaning to going to school. Value Schools has fashioned an educational model that puts the shared values front and center. The values espoused by Value Schools are secular values and ones that can inspire and give a purpose to an education. Value Schools also emphasize academics and discipline in an orderly environment; it utilizes family involvement; and the schools are locally directed so as to be more immediately responsive to student and family needs.

Downtown Value School is very similar in the details of the curriculum and in the educational methodology to traditional public schools. The uniqueness does not lie in some "secret" curriculum or method. What holds the school together and gives energy to the learning experience is a common "world-view."

Recent research by Samuel Casey Carter found that a school that created a culture that purposefully emphasized moral development had higher achievement levels. He wrote:

“By telling the stories of twelve very different but equally extraordinary schools from all across the country, this book explains how they form student character, and ultimately, how great school cultures harness student character to drive achievement.” (Carter, *On Purpose: How Great School Cultures Form Strong Character*, 2011) To select schools for his study Carter examined the performance results from over 3,500 schools from across the country. These served all segments of the school age population and included public and private schools. His thesis can also be read to say what produces high student achievement is the same for all types of students, affluent or low income, minority or not, English speaking or not, and so forth.

Carter further wrote:

All these schools beat the competition in their local areas as far as academic and other student achievement is concerned. All of them far exceed the national performance levels for the populations they serve. Nine of the twelve would rank superior on any national ranking of any kind. Together they are just a snapshot of the more than 115,000 schools in the country, but they are among the very best—for they aim only to bring the best out of their students—and they prove what is possible for every school in America. (Carter, *On Purpose: How Great School Cultures Form Strong Character*, 2011)

By emphasizing its five core values Value Schools K-8 #2 believes and has seen that it purposefully develops a school culture that forms student character and drives student achievement.

### **Accountability for Results**

In some educational circles today concern is expressed about measuring the success of schools in terms of student achievement. *Value Schools* believes that a school is successful only if students are learning and that learning is measurable by objective test instruments. For years private and parochial schools have been held accountable for results by tuition-paying parents. Schools that did not deliver what the parents wanted could not and did not survive. Although the business market model is not a complete explanation for what can work in education, that model calls educators to look to the products of schooling. That product is student learning.

*Value Schools* proposes that student learning is a result of a continual cycle of three critical elements:

- a clear set of student learning outcomes based on California content standards
- methods and activities for students that have been selected by professional teachers,
- continuous assessment (testing) to determine that the student has acquired the learning.

This approach to the learning process is not unique to *Value Schools*; in fact, it is the approach being more and more adopted by the educational community. *Value Schools* is different, at least for the moment, in that it proposes to focus its teachers' attention on

student learning performance and compensate (continue to employ) its teachers and administrators for success in student learning.

**2. Delineation of the Core Subjects**

**Standards-based curriculum**

A standards-based curriculum is one which provides for each grade level the specific content to be known and understood, and the specific skills to be acquired, in each essential subject area. The Value Schools K-8 #2 will use the California Common Core State Standards (CCCSS) for the core subject areas of Language Arts, Mathematics, Science, and Social Studies

Value Schools K-8 #2 will also offer instruction in physical education and art.

If CCCSS are not available for a given subject, the school will use the existing standards adopted by the State Board of Education.

**Core Subjects, Scope and Sequence, California Standards, and Textbooks and Instructional Materials**

Because state law has suspended the state adoption of instructional materials until 2014-15, the school intends to use the latest editions of the following instructional materials that have been previously adopted by the state.

Elementary School Grades

<i>Subject</i>	<i>Curriculum</i>	<i>Grade level</i>
<i>English Language Arts</i>	<i>SRA-McGraw Hill Imagine It</i>	<i>K-5</i>
<i>Mathematics</i>	<i>California Saxon</i>	<i>K-5</i>
<i>Science</i>	<i>Harcourt (California edition)</i>	<i>K-5</i>
<i>Social Studies</i>	<i>McGraw Hill</i>	<i>K-5</i>

Middle School Grades

<i>English Language Arts</i>	<i>SRA-McGraw Hill Imagine It</i>	<i>6</i>
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<i>English Language Arts</i>	<i>Prentice Hall Literature Common Core Edition</i>	<i>7, 8</i>
<i>Mathematics</i>	<i>Saxon</i>	<i>6-8 &amp; Algebra 1</i>
<i>Science</i>	<i>Holt</i>	<i>6-8</i>
<i>Social Studies</i>	<i>Teachers Curriculum Institute (TCI) History Alive!</i>	<i>6, 7</i>
<i>Social Studies</i>	<i>Glencoe/McGraw Hill</i>	<i>8</i>

## ENGLISH LANGUAGE ARTS

Value Schools K-8 #2 is committed to providing its students with the necessary skills in the language arts in order for them to become fully literate members of the English speaking society in which they live. The majority of the school instructional time during each day is focused on learning language arts skills. However, instruction in reading, writing, speaking, and listening takes place throughout the day in every discipline; the integration of these skills across the curriculum is essential.

The school will use SRA-McGraw Hill *Imagine It* in grades K-6 for the teaching of reading and writing skills. *Wordly Wise* will be used in grades 2-8 for additional vocabulary development, and *Classical Roots* will be used in grades 4-8 to increase understanding of the origins and common roots of English and foreign words. The Prentice Hall *Literature Common Core Edition* anthology, along with the skill building exercises, provides the structure for the language arts curriculum in grades 7-8. In addition, novels are read and analyzed by the students in these grades.

There will be an emphasis on informational text at all grade levels, especially in the upper elementary and middle school grades. Decisions on appropriate materials will be made after analysis and evaluation of CCCSS curriculum has been completed.

The English language arts curriculum will supported by the use of computer-based, individualized instruction and skill building programs. One example is *Lexia*.

## MATHEMATICS

The Value Schools K-8 #2 will prepare all of its students to meet the CCCSS in mathematics. Currently the school uses the Saxon mathematics program, which has been considered effective in providing comprehensive instruction across the grades. The school's goal is for all eighth graders to master the Algebra I standards. To help meet this goal, students in grades K-7 will use the Saxon curricular materials traditionally intended for the next grade level (Kindergarten uses the First grade curriculum, first uses the second, and so on). The method has proven successful with similar students at Downtown Value School.

The spiraling nature of the mathematics program ensures that each student will be able to

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Solve simple and complex mathematical problems.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and other disciplines.

Successful mastery of the standards at each grade level will ensure that students complete Algebra I by their eighth grade year.

## SCIENCE

The Value Schools K-8 #2 will provide students with the experiences and knowledge that will lead to a disciplined approach to the continued study of the natural world. The school provides grade level appropriate instruction and opportunities for guided exploration in the four strands of the current California Science Content Standards:

- Life Science
- Earth Science
- Physical Science
- Investigation and Experimentation

The school will use the California Edition of Harcourt Science for K-5 and Holt Science for grades 6-8 to address these content standards. Within the context of the standards, attention is paid to developing age appropriate skills in critical inquiry, reasoned thinking based on facts, and application of the scientific method. Students have the opportunity to integrate knowledge and skills from the other disciplines (e.g. language arts, mathematics) in their study of science. Assessments of knowledge, understanding, and skills occurs frequently through observation of student demonstrations, discussions, and presentations, written tests, research papers, and projects. Opportunities such as field trips will enhance the students' understanding, curiosity, and appreciation of science in the world around them.

## SOCIAL STUDIES

Value Schools K-8 #2 will recognize the comprehensiveness of the current California social science standards, and provide its students with instructional materials and learning experiences to master these standards. The staff understands that "mastery of these standards will ensure that students not only know the facts, but also understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come." (Introduction: History-Social Science Content Standards, CDE, 2007) The textbook support series that will be used in the classrooms are currently the California editions from McGraw-Hill



(K-5) TCI *History Alive* (6-7) and Glencoe/McGraw Hill (8). Supplemental supports include historical novels, simulation exercises, videos and DVDs, web-based information, and primary sources.

### 3. Teaching Methodologies

Some schools and school districts have chosen a “top-down” approach to the methods and materials to be used in the instructional programs. In this approach curriculum experts choose the approach or approaches which they deem to be potentially the most effective. Classroom teachers are trained in the chosen methods and materials, which they in turn present to the students. In this approach teachers are guided more by the directives of the curriculum methods than the results of the assessments.

The *Value Schools* model is not a “one-size-fits-all” approach. What directs the instructional process is student needs, not the dictates of a particular curriculum methodology. It is true that good teachers always analyze student needs regardless of who selects the methods and materials. The *Value Schools* model focuses the teacher’s attention first on the needs of the student, and then it gives the responsibility for choosing the most effective means to the teacher in collaboration with the principal and other on site learning professionals. If the methods and materials are not successful, there is no blame assigned to the curriculum planners for poor decisions; responsibility is immediate and local.

Value Schools K-8 #2 will not be organized around a particular pedagogical style; rather it is organized around the twin centers of the five core values and the student needs. Educators know a variety of sound pedagogical methods. Using their professional judgment, they determine the learning strengths and needs of each student and the most efficient way for each student to acquire the knowledge or skill set by the curriculum.

The determination of student needs is a result of two elements: the content standards and an assessment of student performance. The first task of the teacher is to recognize what each student knows of the appropriate content and skill standards. This is accomplished through a variety of formal and informal assessments. (See the section on Assessment below.)

Once the areas to be learned have been identified, the teachers select evidence-based materials and strategies to facilitate student learning. If these are used with fidelity for a reasonable period of time, and still not successful in promoting student learning, then the teacher tries another approach. This continues until the student successfully learns the desired information or skill.

The school utilizes such instructional strategies as:

- Whole group Direct instruction
- Small group instruction
- Cooperative learning

- Student/teacher conferencing
- Class discussions
- Guided research using internet or other digital resource
- Graphic organizers
- Call and response
- Chants and repetition
- Peer editing and feedback

#### 4. Requirements for success

For this teacher and principal selected methodology to be successful six conditions are absolutely essential.

- **Selection of the principal and teachers**

The educators hired for Value Schools K-8 #2 must be persons who have both the professional training to be able to choose effective methods and materials and the confidence that they can identify student needs and utilize a variety of means to facilitate student learning. *Value Schools* provides the support in the selection of the principal (and the teachers if necessary) to ensure the selection of the right education professionals.

- **Assessment and Planning**

The principal and teachers must work as a team to choose a coordinated instructional program within the school to meet student needs. An annual cycle begins with a review of the curriculum standards. Next is an analysis of available assessment results; this is followed by a determination of the instructional activities that will take place. Individual teacher planning then follows the team planning. This is the on-going cycle identifying needs based on the standards, followed by instructional activities, followed by assessment, and so on.

- **Supervision**

The success of the program relies on the professionalism of the teacher. If the teacher has the right knowledge and skills and effectively utilizes them, student learning is facilitated. In the *Value Schools* model, teachers are not simply trusted to be professional. The expectation is that they will, but the insurance is the supervision of the principal. Supervision is not only coaching teachers on different methodology of instruction (or the proper use of some chosen method); it is also the focusing of the teacher's attention on the content standards and the results of assessments.

- **Professional development**

As in most professions, teaching benefits from the professional development of the teachers. So, *Value Schools* will provide to Value Schools K-8 #2 opportunities for the continued growth of the principal and the teachers. Professional development needs vary with the achievement of the students and the experience of the teachers in any given year. Throughout the year, administration and teachers set professional development goals and schedule workshops and training to meet these goals.

- **Individual focus**

A standards-based curriculum focuses on what students know, not what teachers teach. Teaching may be a group activity; but learning is done person-by-person. Learning plans for each student direct teachers to different sorts of activities for different students. Some learning activities occur individually, some in small groups and some in large groups. This individualized focus requires data driven instruction. To assist teachers with this, Value Schools K-8 #2 has adopted two computer assisted systems (Power School and Data Director) for tracking student performance.

- **Research-based instructional materials**

While the teachers must identify the specific learning needs of each student, they cannot be expected to design the learning materials to assist the students. Therefore, Value Schools K-8 #2s provides the teachers with research-based instructional materials to support the learning experience. The teachers are expected to use the materials when and where they are helpful to the students. When students require additional materials to master content and skills, the teachers are expected to research and request materials that will support student learning.

## **5. Summary of Teaching Methodologies**

The instructional program is founded on the twin principles of the Five Core Values and student needs. As stated previously, Value Schools K-8 #2 will not be organized around a particular pedagogical style; but its methodology is a continual cycle of applying learning standards, carefully selecting appropriate instructional materials and strategies, and assessing and analyzing student learning. This methodology is supported by the selection of the principal and teachers, assessment and planning, supervision of teachers, professional development, focus on individual students, and research-based instructional materials.

## **6. "Teaching" the Values**

Because the five core values are so central to the program at Value Schools K-8 #2, a consistent and purposeful presentation to the students is essential. There are three ways in which the values will be presented to the students (and their parents): persistent communication, reinforcing the practice of the values by students and the example of the faculty and staff.

"Persistent communication" means that the values are being heard or read by the students many times during the school day. The following are some examples of "persistent communication." At the time of initial registration at the school, the parent will meet with a school administrator during which time the expectation of the school for the family and what the family can expect of the school are discussed. The five core values are the framework in which expectations are discussed. For example, the family will be told that regular attendance is essential because the first value states that being successful in school is the means to a full and complete life, and if a student does not attend as many

days as possible the student will not be successful in school. The parent will be invited to commit to supporting the values by signing a contract with the school. (This also serves as the Title I Parent Compact.) The parent's failure to sign the contract in no way impedes the enrollment of the child in the school.

If there is an issue with student performance, one or more of the values will serve as a vehicle for discussing the issue with the student (and parent). For example if a student is teasing another student, the third value of respect is discussed as how one should act.

Every morning after the Pledge of Allegiance the five core values will be recited by the students. The values will be printed and posted in various locations in the school. Whenever possible, teachers will use the current lesson as an illustration of one or more of the values.

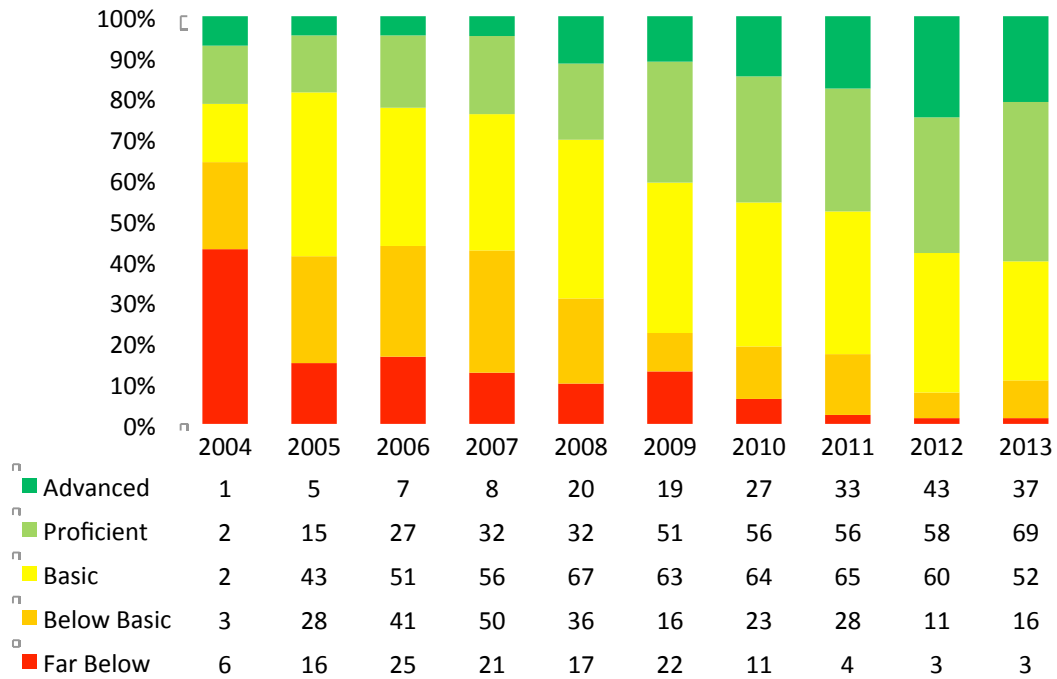
Reinforcing the practice of the values will be done most frequently by praising a student or group of students for living out a value in the course of a school day. In the alternative it will be done by pointing out that a value has not been practiced. An example would be collecting student homework assignments. Students will be praised for getting their work done in a timely fashion because it is an example of the value of academic success and if the assignment is not done it will be discussed as an absence of the practice of that value. Student awards and assemblies are opportunities for reinforcing the values.

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

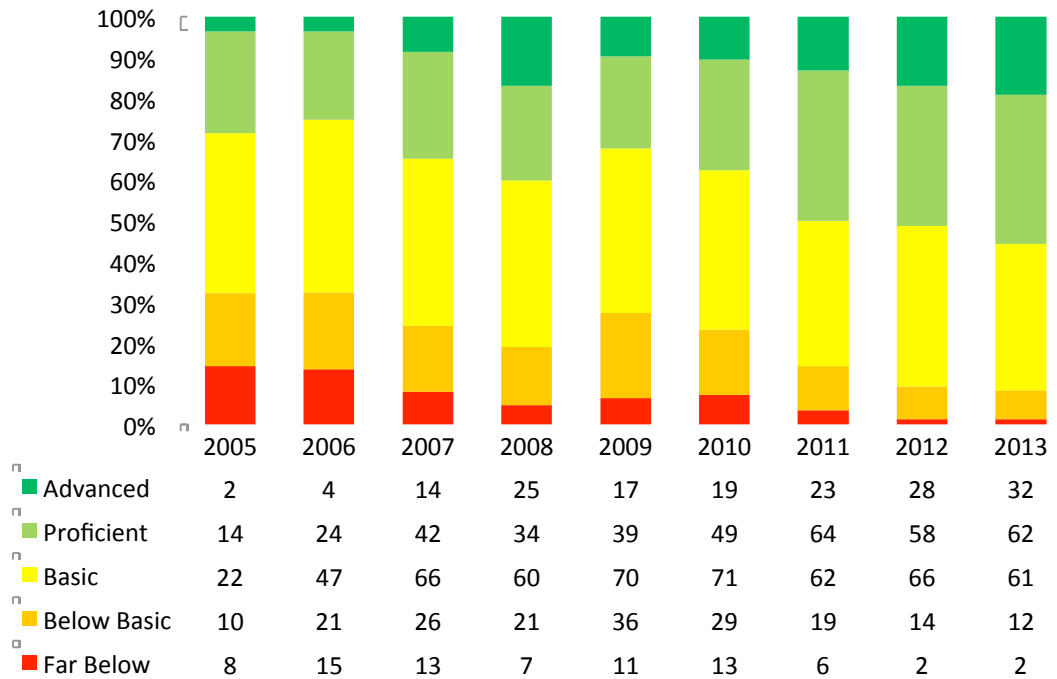
## **7. Evidence of Success**

Using this model of instructional programming and delivery has been successful in producing learning results at Downtown Value School. As shown in the graph below, Downtown Value School students have made significant progress over time in the core subjects assessed by the annual STAR testing program. Because the student populations are demographically similar, this model should be successful at Value Schools K-8 #2.

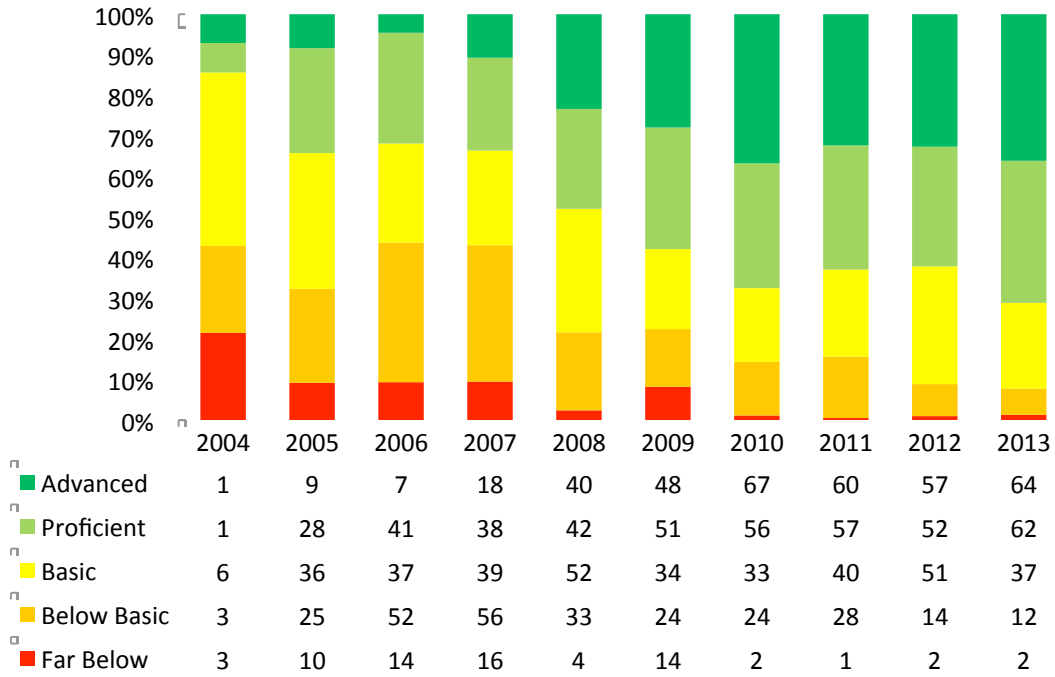
### Downtown Value School Grades 2-5 Language Arts



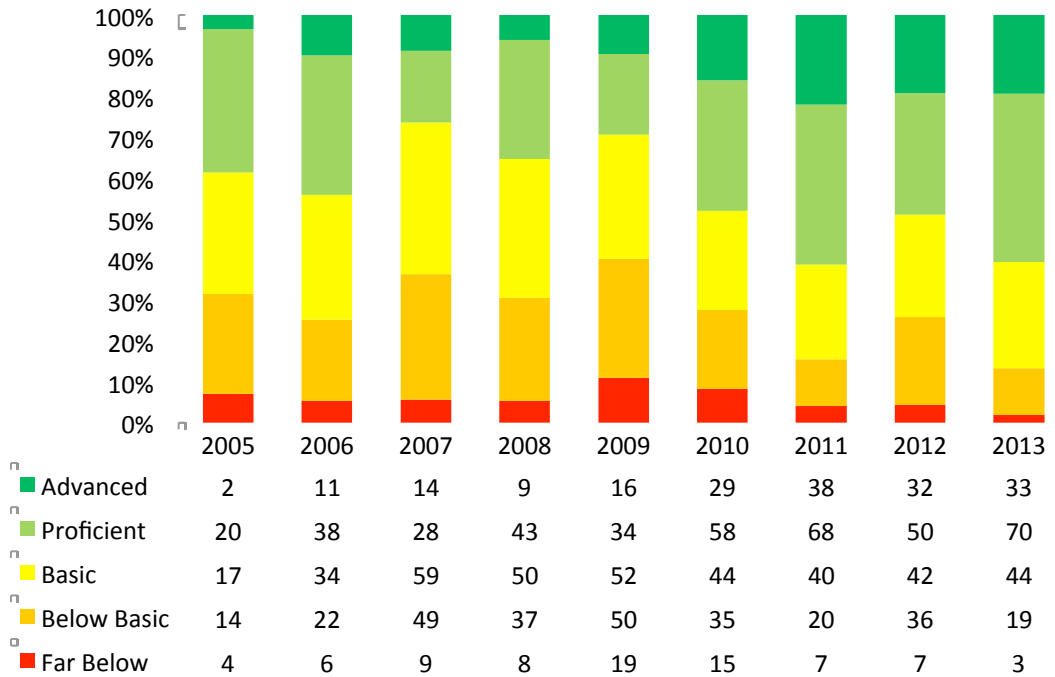
### Downtown Value School Grades 6-8 Language Arts



### Downtown Value School Grades 2-5 Math



### Downtown Value School Grades 6-8 Math



Because the instructional program is based on student needs and not on a particular curriculum, it has been shown to be effective with identified subgroups of students as well as the entire school. A student struggling with reading skills may receive additional instruction in a small group with “intervention” materials; a student accelerated in math may receive advanced curriculum or opportunities to compete in local or state contests. Obviously, this type of program presents a significant challenge to the classroom teacher to become expert in a variety of instructional materials and practices.

## **8. Teacher Recruitment**

The initial faculty will include teachers who have been successful at Downtown Value School and other teachers who meet the criteria below.

The educators hired for Value Schools must be persons who have both the professional training to be able to choose effective methods and materials and the confidence that they can identify student needs and utilize a variety of means to facilitate student learning. First and foremost is finding teachers with evidence of a deep understanding and acceptance of the core values. All teachers must have the appropriate qualification to be “highly qualified” as defined by No Child Left Behind. Several graduate universities place special emphasis on working with students who come from minority or lower socio-economic backgrounds. Teachers from these programs often arrive with a passion for providing students with as rich an educational experience as possible. The small school environment, relative academic freedom, energetic staff, and competitive salary structure has attracted a cadre of committed teachers to the school. Job fairs and a relationship with Teach for America have been beneficial in recruiting outstanding candidates.

## **9. Professional Development**

As in most professions, teaching requires ongoing sharpening of skills and acquisition of knowledge. All teachers will be encouraged to continue their education by attending graduate and post graduate courses, workshops, and training throughout the year. The school will schedule five days before the start of the new school year to address professional development needs. New teachers will be provided training in school culture and procedures, while returning teachers will be given the opportunity to work collaboratively on student and classroom needs. Throughout the year, Wednesday afternoons will be set aside for professional development and for teacher collaboration. Training in a variety of fields will be provided, depending on the identified needs throughout the year. Experts in various instructional fields will be sought to provide workshops at the school. In addition, teachers and administrators will share their expertise with the rest of the teaching staff through in-house workshops. This collaborative sharing will be a component of the professional growth evaluation of the teachers.

Some of the professional development topics for the coming five years include:

- Implementing the CCCSS in the classroom
- Working with the English language learner in the English immersion classroom; GLAD strategies; SDAIE
- Classroom management, motivation, and discipline through a variety of resources
- Using various computer based instructional programs, including Lexia and Accelerated Reader
- Data management programs, including Power School, Data Director, Teleparent
- Schoolwide assessment procedures for DIBELS, AIMS Web, CELDT,
- Implementing RtI throughout the school
- Use of instructional technology
- Identification of “gifted students” and strategies for their instruction
- Incorporating the arts in academic instruction
- Advanced skills in data management
- STEM instruction at all grade levels

## 10. Bell Schedule and Calendar

### 2014-15 School Bell Schedule (General for Grades 6-8)

Period	Subjects	Time	Weekly Minutes
Period 1	English Language Arts	8:00-9:00 am	600 minutes
Period 2	English Language Arts	9:00- 10:00 am	
Recess	Recess	10:00-10:20 am	
Period 3	Social Studies/ PE/ Health	10:20- 11:20 am	120 minutes
Period 4	Science/ PE/Health	11:20-12:20 pm	120 minutes
Lunch	Lunch	12:30- 1:00 pm	
Period 5	Math	1:00- 2:15 pm	600 minutes
Period 6	Math	2:15-3:15 pm	
Elective	PE/Health/ Life Skills		180 minutes

#### Instructional Minutes

English Language Arts 600 minutes per week

(ELD instruction occurs in this time period for 120 minutes per week)

Math 600 minutes per week



Social Studies 120 minutes per week  
Science 120 minutes per week  
Physical Education & Health 180 minutes per week

Please Note: Because of the limitations of the facilities recesses and lunch periods must be staggered. The above schedules are samples; the times for various grades change. However, all students receive the Instructional Minutes per week as stated.

**2014-15 Sample Bell Schedule**  
Elementary School Grades K-5  
Monday-Tuesday-Thursday-Friday

8:00-10:00 Academic Instruction (Language Arts or Math)  
10:00-10:20 Recess  
10:20- 12:20 Academic Instruction (Language Arts or Math)  
12:20-1:00 Lunch  
1:00-3:15 Academic Instruction (Science or Social Studies)

Wednesday (shortened day)  
8:00-10:00 Academic Instruction  
10:00 =10:30 Lunch  
10:30-12:00 Academic Instruction

Instructional Minutes  
English Language Arts 600 minutes per week  
(ELD instruction occurs in this time period for 120 minutes per week)  
Math 600 minutes per week  
Social Studies 120 minutes per week  
Science 120 minutes per week  
Physical Education & Health 180 minutes per week

Please Note: Because of the limitations of the facilities recesses and lunch periods must be staggered. The above schedules are samples; the times for various grades change. However, all students receive the Instructional Minutes per week as stated.

<b>REVISE CALENDAR</b>																											
Month	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTAL	
<b>AUGUST</b>			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31		
<b>SEPTEMBER</b>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28							15
<b>OCTOBER</b>	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31				19
<b>NOVEMBER</b>				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		21
<b>DECEMBER</b>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31						19
<b>JANUARY</b>		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31			15
<b>FEBRUARY</b>					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28			18
<b>MARCH</b>					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		19
<b>APRIL</b>	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30					16
<b>MAY</b>			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31		22
<b>JUNE</b>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28							21
																										15	

200

KEY: August 13 First Day of School June 21st Last Day of School School not in session or Pupil Free Day Nov. 21, March 14, 15 Early dismissal 12pm

**Holidays**  
**Sept. 3** Labor Day  
**Nov. 11** Veterans' Day  
**Nov. 22-23** Thanksgiving  
**Dec. 24-Jan 4** Winter Break  
**Jan. 21** Dr. MLK Birthday  
**Feb. 18** Presidents' Day  
**March 25-29** Spring Break  
**May 27** Memorial Day

**Trimester Dates**  
 1st Trimester Aug. 13-Nov. 16 (67 days)  
 2nd Trimester Nov. 19-Mar. 12 (67 days)  
 3rd Trimester Mar. 13-June 21 (66 days)  
**\* Supplemental Days**  
 August 13-31  
 November 20  
 December 19, 20, 21  
 June 21

**Teacher Meetings**  
**Parent Conferences**  
 1st trimester November 19th thru Dec.7th  
 2nd trimester Mar 13 thru Mar 22  
**Teacher Inservice Days**  
 Wednesdays Minimum Days  
 November 21, 2013  
 March 15, 2013  
 April 12, 2013

## ***F. Meeting the needs of Student Subgroups***

### **1. English Language Learners**

“English language learners” are those students whose home language is other than English and are not Initial Fluent English Proficient (IFEP) or not Re-designated Fluent English Proficient (RFEP)

At Value School all classes are conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. In addition teachers and instructional aides will provide 120 minutes per week of English language development (ELD). Teachers utilize SDAIE teaching strategies to facilitate students’ English language development at all grade levels.

English immersion with SDAIE support strategies in the classroom is effective with most of the students in helping them achieve at least one level of growth in English development per year as measured by the California English Language Development Test (CELDT). However, in order to help the struggling English learners and to strongly reinforce the language skills of those students just mastering English, more targeted help is sometimes necessary. Teachers are aware of the students who are not yet fluent in English and they provide additional support for language acquisition to these students through conversation and curriculum content.

In order to ensure that all English language learners become proficient in English language Value Schools K-8 #2 will utilize the RtI approach to assist English language learners. This approach consists of the following steps:

1. The student’s specific needs are identified by an in depth analysis of the CELDT results and in Kindergarten and 1<sup>st</sup> grade by analysis of assessments prepared by the classroom teacher and in 2<sup>nd</sup>-8<sup>th</sup> grade by an analysis of the CST results.
2. Students are grouped by English development level and specific needs.
3. Specific instructional activities in the Into English Curriculum (or similar) to meet the student’s needs are identified by the classroom teacher and the ELD specialist.
4. The teacher provides this instruction during the ELD periods.
5. Student progress is monitored informally by the classroom teacher weekly and shared with other appropriate staff (please see Students Achieving Below Grade Level).
6. Student progress is more formally assessed through the “benchmark testing” three times a year (see Using Data to Drive Instruction in Element 3.) and shared with other appropriate staff.
7. The ELD specialist and the principal review the results of the “benchmark testing” and provide direction and support to the classroom teachers as needed.

The school will use the following as its criteria for re-designation:

1. In Kindergarten and 1<sup>st</sup> grade students who pass the CELDT with an overall score of early advanced or advanced with at least an intermediate score on Speaking and Listening will be re-designated.
2. 2<sup>nd</sup>-8<sup>th</sup> grade students who have an overall score of early advanced or advanced with at least intermediate in all areas and score at least 350 on the CST English language arts, classroom performance, and parent input will be considered.

## **2. Students from Low Socio-Economic Status**

It is expected that approximately 95% of the students at Value Schools K-8 #2 will qualify for free or reduced price lunches, which indicates that the students are of lower socio-economic status. The educational needs of students from low socio-economic status are the same as those for students from all levels. The basic strategy of identifying specific needs, teaching to those needs, re-assessing and re-teaching as needed will be used for these and all students. The bench-mark assessment, administered three times a year, will monitor the students' progress. Classroom teachers and school administrators will review test results and adjust instructional activities as needed. Those needing additional assistance will receive help through RtI program (see below).

Deliberate emphasis will be placed on the value of schooling, and the importance of hard work in the achievement of goals. Student experiences will also be enriched through field trips, cultural presentations, afterschool program, teacher led extracurricular activities, and parent classes. There will be a conscious effort on the part of the teachers to refer to college admission and attendance as a desirable and achievable goal. Emphasis will also be placed on learning the intangible social skills and body of information that parents and students must acquire in order to compete in the job and educational arenas.

Parents will be encouraged to interact with their child's teacher and the school administration to further their child's educational goals and opportunities.

Care will be taken with each student and family to assure that the student is receiving nutritious meals and that there is access to health care, if needed. The school will make social service agency referrals for such needs as free or low cost tutoring, mental health services, drug, smoking, and alcohol cessation programs, etc.

## **3. Gifted and High Achieving Students**

Gifted and high achieving students are those students who have scored advanced on the English language arts and math CST. They will have the opportunity to receive instruction at a higher grade level in some subjects. They will be provided with "challenge" activities in lieu of regular assignments as designated in the published curriculum series. Teachers will propose "teasers" or extension questions for a variety of assignments. Novels chosen for small group discussions will be leveled to provide more in-depth analysis for the more able students. Open ended assignments will provide an

opportunity for gifted students to add breadth and depth to their learning. Rubrics will be established to encourage and reinforce quality in student work products.

The progress of these students will be monitored by the classroom teachers and school administrators through the benchmark assessments, which will be administered three times a year.

#### **4. Students Achieving Below Grade Level**

The school takes seriously the challenge to ensure that every child learns to the best of his/her ability. Value Schools K-8 #2 will use a “Response to Intervention” type model to ensure that each child makes sufficient progress in mastering the grade level standards. Students who make grade level progress and more within the expected time frame are considered in Tier IA. There are estimated to be approximately 75%-80% of the students who are in Tier IA in each class. These students are provided grade level and advanced curriculum, usually in a whole group setting.

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

Students are considered in Tier II when they have more significant skill deficits (“at risk” in DIBELS or AIMSWEB assessment, Below Basic or Far Below Basic on CST or benchmarks). In addition to whole group instruction and small group re-teaching, these students receive additional support from a Learning Skills Specialist, and/or extra time on the research-based reading skills program, Lexia. The specialist meets with small groups (1-4 students) on a daily basis in the classroom or the Learning Center. Skills usually include decoding and word study, fluency, and comprehension. Progress is tracked using data from the Six Minute Fluency, DIBELS, or the Lexia program.

Tier II students are also referred to the Student Success Team (SST) program in order to further analyze the factors that may be contributing to their slower progress. A meeting is held with the teacher, parent, SST coordinator, and any other staff member involved with the student’s progress to determine how best to assist the student. The group decides on a Plan of Action, a timeframe, and a date to reconvene to review progress. When students still show insufficient progress with these supports, a recommendation may be made to conduct further psychological assessments to check for an underlying learning disability or other cognitive or psychological impairment. Special education personnel are notified, requests for assessments are sent to parents, and the appropriate assessments are scheduled. If a student is found to qualify for Special Education, he/she is considered to be in Tier III, and an individual education plan (IEP) is developed. The special education personnel schedules individual or small group instruction to further

address learning needs, collaborates with the classroom teacher and other members of the staff on appropriate curriculum modifications, and assists the teacher in setting realistic yet challenging goals for the student.

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

- After determining levels of achievement, teacher may place students in small homogeneous groups for part of the day in order to specifically meet the needs of the low achieving students. The Intervention Specialist and school administrators assist teachers in finding appropriate resources for these students, and in tracking progress on a more frequent basis.
- Academic intervention is provided in small groups by a learning specialist on a regular basis.
- Although the school does not have a formal after-school tutoring program teachers may stay after school to work with students who are performing below grade level.
- Peer tutoring, which often benefits the tutor as well as the "tutee", is offered in many of the classes.
- Parents are also provided with names of free or reasonably priced reasonable tutoring agencies, such as Salvation Army, which can provide after-school academic assistance. Students who need extra help often sit close to the front of the classroom and may be provided with printed notes or additional study aids. Computers in the classroom are used to deliver instruction, practice exercises, or skill building activities to individuals who need special assistance to develop their skills.
- Listening centers, writing centers, math manipulatives, and high interest/lower level independent reading materials are available for struggling learners.

## **5. Students Substantially Below Grade Level**

Value Schools K-8 #2 defines a student substantially below grade level as one who either has had a year of special interventions guided by the classroom teacher and fails to improve substantially or one who enters the school with achievement scores that indicate that the student is more than one year below grade level. For students who are substantially below grade level, the principal/vice principal shall organize a "Student Success Team." At minimum, the team members will include all the teachers who provide direct instruction to the student, the principal/vice principal or designated SST lead, and a person identified by the principal as an expert in instructional strategies for exceptional students. The parent will be invited to participate on the team, as well as the

student, if in grades six or above. The Student Success Team will meet as soon as possible after being organized and prepare an initial plan of action. The team will continue to meet regularly until the student begins to make satisfactory progress or is referred for an individualized assessment.

It has been shown that the use of additional supports, such as targeted interventions and SST plan implementation, is often sufficient to help the student gradually move up to grade level.

## **6. Students with Disabilities**

### **DISTRICT REQUIRED LANGUAGE**

#### **\*Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Value Schools K-8 #2 will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Value Schools K-8 #2 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

#### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

#### **Compliance with Child Find Activities for Conversion Schools**

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special

education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District's brochure, "Are you Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law,(e.g., "The IEP and You").

### **\*Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.



### ***G. Implementation***

Value Schools K-8 #2 plans to open in 2013-14 with two class of kindergarten students, two classes of 1st grade students and two classes of 6th grade students. These grades are considered the "entry" grades where parents are considering schools for their children. Provided the demand warrants growth, the school will open two classes of 2nd grade students and two classes of 7th grade students in the second year. The school will continue to add classes over the five year period until it grows to two classes of each grade from kindergarten through 8th grade.

As needed in each year the faculty and staff will be expanded. This expansion is detailed in the budget plan submitted with this petition.

## **Element 2—MEASURABLE STUDENT OUTCOMES**

*“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.” Ed. Code § 47605 (b)(5)(B)*

The anticipated skills and knowledge outcomes for students are currently based on the California State Standards for each grade level. As California begins to implement the newly adopted California Common Core State Standards, new assessment instruments are expected. At present it is unknown how these assessments will relate to those now being used and whether there can be comparable data to demonstrate results. Nonetheless, Value Schools K-8 #2 will establish goals based on current assessments and will adjust as needed in the future.

The academic goals are being established using the achievement results of the fifteen schools that are located approximately one mile from Value Schools K-8 #2 proposed site. They are referred to below as the "neighboring schools."

Value Schools K-8 #2 has established the following measurable outcomes. Achieving these outcomes demonstrates the five core values of the school:

- Academic Excellence
- Individual Achievement
- Dignity of Each Person
- Importance of Community
- Service to Others

### ***Academic Performance Index Outcomes***

- The median API school for the neighboring schools in 2012 was 768. Before the end of the charter term, Value Schools K-8 #2 will have an API 830 or above.
- Once having achieved an API of 800 or above, Value Schools K-8 #2 will not have an API of less than 780 in any year during the charter term.
- Value Schools K-8 #2 will meet or exceed annual API targets each year or in aggregate over the last three years.

The Academic Performance Index or its expected equivalent will be annually computed by the California Department of Education using those standardized test results and weightings as deemed appropriate by the Department of Education.

### ***Annual Yearly Progress Outcomes***

- So long as the AYP standards established by No Child Left Behind apply, Value Schools K-8 #2 will strive to meet those standards.
- By 2019 80% of students in grades K-1 at Value Schools K-8 #2 will be proficient or advanced in math as measured by classroom teachers’ assessments and reported on the standards-based report card.

- In 2013 the median percentage of the students in grades 2-5 in neighboring schools scoring proficient or advanced in math on California Standards Test was 60%. By 2019 80% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score proficient or advanced in math on the California Standards Test (or equivalent).
- In 2013 the median percentage of the students in grades 6-8 in neighboring schools scoring proficient or advanced in math on California Standards Test was 39%. By 2019 59% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score proficient or advanced in math on the California Standards Test (or equivalent).
- In 2013 the median percentage of the students in grades 2-5 in neighboring schools scoring below basic or far below basic in math on California Standards Test was 17%. By 2019 no more that 5% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score below basic or far below basic in math on the California Standards Test (or equivalent).
- In 2013 the median percentage of the students in grades 6-8 in neighboring schools scoring below basic or far below basic in math on California Standards Test was 29%. By 2018 no more that 10% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score below basic or far below basic in math on the California Standards Test (or equivalent).
- By 2019 80% of students in grades K-1 at Value Schools K-8 #2 will be proficient or advanced in English language arts as measured by classroom teachers' assessments and reported on the standards-based report card.
- In 2013 the median percentage of the students in grades 2-5 in neighboring schools scoring proficient or advanced in English language arts on California Standards Test was 44%. By 2019 69% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score proficient or advanced in English language arts on the California Standards Test (or equivalent).
- In 2013 the median percentage of the students in grades 6-8 in neighboring schools scoring proficient or advanced in English language arts on California Standards Test was 38%. By 2018 63% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score proficient or advanced in English language arts on the California Standards Test (or equivalent).
- In 2013 the median percentage of the students in grades 2-5 in neighboring schools scoring below basic or far below basic in English language arts on California Standards Test was 20%. By 2018 no more that 5% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score below basic or far below basic in English language arts on the California Standards Test (or equivalent).
- In 2013 the median percentage of the students in grades 6-8 in neighboring schools scoring below basic or far below basic in English language arts on California Standards Test was 21%. By 2018 no more that 10% of the students at Value Schools K-8 #2 (school-wide and for each significant subgroup) will score below basic or far below basic in English language arts on the California Standards Test (or equivalent).

- By 2019 67% of students in grades 6-8 at Value Schools K-8 #2 will be proficient or advanced in Social Studies as measured by classroom teachers' assessments and reported on the standards-based report card.
- By 2019 67% of students in grades 6-8 at Value Schools K-8 #2 will be proficient or advanced in Science as measured by classroom teachers' assessments and reported on the standards-based report card.

The academic performance of the students will be measured internally and externally. The school will use multiple internal assessments. These include the use of teacher prepared or commercially produced test instruments (the "benchmark tests") that will determine student performance levels similar to the California Common Core State Standards Assessments. These "benchmark tests" will be administered three times during the school year (late fall, winter and early spring). The tests will determine both student achievement growth and also identify those students who need additional instruction in standards that have already been taught. The teachers will use Data Director software to track and analyze student performance. The external assessments are those provided by the California Department of Education.

### ***English Language Acquisition Outcomes***

- With the first year of the charter term serving as the baseline measure, in each of the following four years the percentage of English language learners scoring proficient or advanced on the English language arts CST (or equivalent) will increase by 5%.
- 85% of English language learners will advance at least one ELD level for each year in Value Schools K-8 #2.

Value Schools K-8 #2 will annually administer the California English Language Development Test (CELDT) to the English language learners. The results of that test will determine the growth in ELD levels.

- At least 15% of English language learners will be reclassified as fluent in English each year.

Value Schools K-8 #2 will annually reclassify English language learners based on three criteria. To be reclassified the student must score intermediate or advanced on the CEDLT, score proficient or advanced on the English language arts CST (or equivalent), and must be judged by the student's current classroom teacher to be sufficiently fluent in oral and written English.

### ***Attendance Outcome***

- In each year of the charter term the average daily attendance rate will be at least 95%.

Using the attendance records kept by the register-bearing teachers on Power School, Value Schools K-8 #2 will annually compute its attendance rate.

- In each year of the charter term the truancy rate will be no more than 5%.

Value Schools K-8 #2 defines “truancy” as an unexcused absence or an unexcused arrival at school more than thirty minutes late. Students who arrive late for school must sign in at the school office. A daily record will be kept of the number of students arriving more than thirty minutes late. The record, along with the attendance record, will be used to annually compute the truancy rate.

### ***Responsible Behavior Outcomes***

- 90% of students will receive at least a “Satisfactory” rating on their behavior and work habits on the trimester report cards.

Classroom teachers will rate student behavior on the trimester report cards. The school’s administrator will for each reporting period compute the percentage of students rated “satisfactory” or better.

- During the charter term, no more than three students per year will be expelled or no more than fifteen students expelled in aggregate.

Value Schools K-8 #2 keeps a record of student expulsions and can determine the number of students expelled each year and during the term of the charter.

- During the charter term, no more than twelve students per year will be suspended or no more than sixty students suspended in aggregate.

Value Schools K-8 #2 keeps a record of student suspension and can determine the number of students suspended each year and during the term of the charter.

### ***Parent Involvement Outcomes***

- 100% of parents will sign an acceptance of the school’s values at parent induction conference. However, no student will be denied admission because of the parent's failure to sign an acceptance of the school's values.

Prior to a student starting at Value Schools K-8 #2 the student’s parent or guardian will participate in a conference with a school administrator to learn what the family can expect from the school and what the school expects from the family. These expectations are presented in the form of the school’s five core values. The parent signs an agreement with these values. (This also serves as the Title I Compact for Value Schools K-8 #2.) The principal will ensure that there is a copy of the acceptance in every student’s file. The parent’s decision not to sign the agreement in no way impacts the student’s admission or enrollment.

- At least 95% of parents will attend parent conferences with the teacher twice a year.

Teachers holding parent conferences will use a sign-in register to determine who has attended the conferences. These registers will be sent to the school principal who will compile the percent of parents attending the conferences.

- At least 30% of parents will attend school-wide parent meetings three times a year.

Value Schools K-8 #2 will have a sign-in register for each parent meeting. These registers will be used to compute the percent of parents attending.

- At least 70% of parents will complete their Volunteer Hours of service to the school.

Value Schools K-8 #2 will record parent volunteer hours at the time of the volunteer service. These logs will be used to determine the percent of parents completing the service hours.

- At least 90% of the students will return to the school for the following year.

Value Schools K-8 #2 will annually determine the number of students returning the school from the previous year.

- At least 85% of parents surveyed indicate strong satisfaction with the overall school program on annual survey.

Value Schools K-8 #2 will annually prepare and administer a parent satisfaction survey and determine the strength of parent satisfaction.

### ***Student Support of Values Outcomes***

- 90% of the students will express their support of the five core values in language appropriate to their grade level.

Value Schools K-8 #2 will prepare a survey to assess the student support of the five core values and will administer the survey at least once each year.

## **Element 3 – Method by Which Student Outcomes will be Measured**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)*

### **Internal Assessments of Academic Progress**

The teachers at Value Schools K-8 #2 will use a variety of techniques to assess student progress. Formative assessments include program pre- and post-assessments (end-of-chapter tests) in Open Court Language Arts, Saxon Math, Harcourt and Holt Science, and McGraw Hill and TCI and Glencoe-McGraw Hill Social Studies, daily question and answer sessions, teacher prepared quizzes, “running records” to track reading fluency, and online progress tracking with Lexia and Accelerated Reader.

Three times a year the teachers will administer “benchmark” tests. Some of these “benchmark” tests are nationally normed general outcome measurements such as DIBELS and AIMSWEB. Results will provide teachers and the school with valuable data on how students are progressing in acquiring skills necessary to become fluent readers. Students not progressing at the expected pace will be provided with extra instructional time in small groups in order to address their deficiencies.

Also as part of the “benchmark” assessments, students in grades 1-8 will take a Common Core State Standards Practice Test (Curriculum Associates) two times a year. These exams will be similar to the annual Common Core Assessment, and they will provide the students and the teachers guidance on the standards that may need extra instruction in order to achieve mastery. They also prepare the students for the types of questions they may see on the CCCSS assessments in the spring.

Utilizing Data Director is extremely helpful for tracking student progress. Teachers upload assessments, and receive immediate feedback on student mastery. Standards are broken down according to strands, and teachers plan for re-teaching or enrichment according to the most current snapshot of their class.

Along with standardized assessments presented in a multiple choice format, students will have a variety of other ways to demonstrate mastery of knowledge and skills. Presentations, projects, speeches, demonstrations, and written assignments, usually accompanied with a rubric of performance, are some of the ways teachers can determine attainment of student outcomes.

### **Grading Policy**

Grading practices depend on grade level. Kindergarten and first grades work with a standards-based reporting system with the following proficiency levels:

1. Insufficient progress toward meeting grade level standards
2. Below grade level in meeting standards, making progress
3. Meets grade level standards

#### 4. Exceeds grade level standards

In grades 2-8, the following grading system is used:

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

Teachers will be encouraged to allow students to make up work when late or incomplete, so that appropriate mastery of learning standards can be assessed. Citizenship and work habits assessments will be graded separately from academic learning standards. Teachers will grade group projects according to individual contributions and mastery of grade level standards to avoid unjustly inflating or deflating grades.

#### **Other Assessment Instruments**

Value Schools K-8 #2 will prepare surveys to assess parent support for the school and to assess how well students have internalized the five core values. These surveys will be administered and analyzed annually and reports from the data are prepared for the Board of Directors and the school community.

The school will use Power School to maintain data collected; this includes attendance and tardy records, suspension and expulsions, parent volunteer hours and meeting participation.

The teachers at Value Schools K-8 #2 will determine acceptable classroom behavior in Kindergarten and 1<sup>st</sup> grade by assessing respect for rights and property of others, interaction with others, self-control, adjustment to new situations, responsibility for own possessions, adherence to school rules, completion of class work, use of time, cleaning up after himself/herself, completion of homework, effort to do well, participation in games and activities and following rules of games. Students will be rated as outstanding, satisfactory or needs improvement. In grades 2-8 the teachers will assess acceptance of responsibility, courtesy and respect, self-control, use of time, working with others, respect for property, observance of safety rules, completion of class work and completion of homework. The student will be rated as outstanding, good, satisfactory or unsatisfactory. Reports are given to parents three times during the year.

#### **State Testing Program**

Value Schools K-8 #2 will participate in all the testing programs required of charter schools by the state of California. The results of these tests are published by the California Department of Education. The school from time to time uses reports of the test results to communicate its success with the school community. The Board of Directors is provided with analyses of the state test results in order to monitor the school's academic performance.

#### **Using Data to Drive Instruction**



Value Schools K-8 #2 will use a variety of tools to gather and analyze data on student performance. In August of each year, teachers will review the most recent state assessment results, using the online Data Director program to break down strengths and weaknesses, trends and anomalies according to subject, strand, standard, student, grade, and school. All teachers will have access to their students' information and will be provided the time and structure to analyze student scores, check for trends, identify "gainers" and "sliders", and begin to set goals for the coming school year.

By the beginning of September, teachers will have administered and analyzed their first program pre-assessments for Open Court Language Arts and Saxon mathematics curricula, and uploaded the information into Data Director. They will also administer the DIBELS general outcome assessment for reading fluency and comprehension, which rounds out the picture of the performance levels for each student in their classes. Teachers then look for trends, corroborative data, and inconsistencies.

Before instruction begins in the fall, the teachers will have a clear idea of which students will most likely need extra assistance in accessing the various parts of the curriculum, and they make plans in their daily schedules for small group instruction for these students. The teachers will keep a written record with annual, benchmark, and program assessment information, along with ongoing notes on students who have been identified as "at risk" of not making grade level progress. As new assessment data are received throughout the year, they are entered in the written record, and student progress can be tracked by the teacher, administration, and all support providers. As teachers work with students in small groups, progress toward mastery of standards is recorded on a near daily basis.

The school will use a transparent approach to using all types of performance data. Students will be kept apprised of their progress on reaching benchmark standards, and help set age appropriate short-term and long-term goals with their teachers. Data will be frequently shared with parents on program, benchmark, and annual assessments, and student performance data will be shared at parent conferences.

### **District Required Language**

#### **\* Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School. The District affirms that any such requests conform to the Family Educational Rights and Privacy Act, („FERPA“).

## **Element 4: Governance**

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

Value Schools K-8 #2 is an independent charter school.

### **Value Schools**

*Value Schools* is a California nonprofit public benefit corporation that was established by Jerome R. Porath, Ph.D. and incorporated in July 2000.

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

*Value Schools* will be solely legally and financially responsible for Value Schools K-8 #2 and is, therefore, the ultimate policy governing authority. *Value Schools* is responsible for establishing and maintaining relationships with all government units on behalf of the school.

Value Schools will separately account for all funds, public and private, that are given to Value Schools K-8 #2; and it will use such funds solely for the operation of Value Schools K-8 #2. It will enter into all contracts, leases and other legal agreements that may be necessary to operate Value Schools K-8 #2.

*Value Schools* will provide financial and accounting services for Value Schools K-8 #2, legal representation, public relations and general oversight of school operations. In return for the services provided, a percentage of the public funds given to operate Value Schools K-8 #2 shall be annually transferred for the general operations of *Value Schools*.

### **Value Schools Policy on School Governance**

Approved by Board of Directors, 16 May 2001

Revised by Board of Directors, 19 June 2007

Revised by Board of Directors 24 October 2007

Revised by Board of Directors 18 March 2011

(The following is a policy of Value Schools and the terms “Value Schools,” the “schools,” and the “school” used herein mean the Charter School.)

#### **1. Corporate Status**

Each school organized by *Value Schools* shall be part of the California nonprofit public benefit corporation known as *Value Schools*.

#### **2. Board of Directors**

The directors on the board of directors for Value Schools shall be the directors on the board of directors for each of its schools. Additionally the principal of each school shall appoint one person to serve on that school’s board of directors.

3. By-laws of the Board of Directors

The By-laws of the board of directors for Value Schools shall be the By-laws for the board of directors for each of its schools.

4. School Site Council

Each school established by Value Schools shall have a School Site Council.

4.1 Composition

The School Site Council shall be composed of the school principal, two parents chosen by the school's parent organization, two faculty members chosen by the school's faculty, and two students enrolled in grades 8 through 12 chosen by the students in those grades.

4.2 Duties

The School Site Council shall be responsible for the following duties:

1. Review of any policies sent by the board of directors for review.
2. Annual review of the school budget prior to its approval.
3. Serving as official committee required by law or regulation (e.g. Title I Advisory Committee).

4.3 Procedures

The School Site Council shall establish such procedures as it deems necessary to conduct its business.

5 Responsibilities of the Principal

The major responsibility for school decisions rests with the principal. The following list, while not exhaustive, is descriptive of the kind of authority the principal has.

5.1 Personnel: Hires, supervises and evaluates, and if necessary, fires the teachers and other school personnel; subject to the policies of Value Schools governing the qualification for employees and the personnel practices—including teacher evaluation, which includes student achievement.

5.2 Curriculum: Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students, with the advice and assistance of the faculty and subject to the curriculum standards and program assessment of Value Schools.

5.3 Students: Administers the admission of students to the school, including the student orientation and parent induction, makes major student disciplinary decisions, supervises the grading of student performance and makes student placement decisions, with the advice and assistance of the faculty.

5.4 Facilities: Supervises the maintenance and repair of the materials, equipment and school facilities and property; makes recommendations for facilities improvements. The faculty and parent community are invited to offer suggestions for facilities improvements.

5.5 Finances: Assists the Value Schools CEO in preparing the school budget according the budget preparation guidelines for Value Schools and makes or approves all financial decisions necessary to implement the approved budget plan. The faculty is invited to make suggestions in the preparation of the budget.

5.6 School Site Council: Chairs the School Site Council and ensures that it has staff support.

### **Board of Directors**

The members of the board of directors for Value Schools shall constitute the members of the board of directors for Value Schools K-8 #2. The by-laws provide that there be no less than five and no more than seven members of the board. The Los Angeles Unified School District is permitted to have a representative sit on the board.

The responsibilities of the board are to ensure that mission of the school is fulfilled, to hold the administration accountable for the successful performance of the school in all area, to ensure the financial integrity of the school and the sufficiency of resources.

The by-laws of the board of directors for Value Schools shall serve as the by-laws of the board of directors of Value Schools K-8 #2. The board of directors for Value Schools will meet at least four times a year (approximately quarterly). Its meeting procedures will comply with all appropriate federal, state, and local laws and regulations, including the Brown Act.

Since the board members for Value Schools are the board members for Value Schools K-8 #2s, the by-laws and policies for Value Schools will specify the selection of members. The by-laws state that the current members will be appointed by the Board of Directors of the Value Schools Foundation (the "Sponsor"). The board of the Value Schools Foundation diligently recruits candidates who share the vision of Value Schools and who have the capacity to make a contribution to the advancement of the mission of Value Schools. This capacity is demonstrated through having the time to assist with various projects, the talent to provide expertise in areas where the board is making decisions or providing oversight, or the treasure to provide financial assistance. Most board members have more than one gift to give. Current board members are invited to submit candidates for consideration to be elected to the board. The board will also consider candidates recommended by the school community. They are interviewed by the chair of the board and at least one other board member. A resume and references are presented to all the board members before a vote is taken. Additionally the board's policy on governance specifies that the principal of Value Schools K-8 #2 appoints one member to the board of directors; this is usually a parent.

## **Board Committees**

Board Committees are composed of board members and normally are assisted by staff members. The committee may determine that it needs to invite persons, such as stakeholders, who are not directors or staff to complete its work successfully.

### *Committee on Accountability and Performance*

This committee will work with staff to examine the ways in which each school determines its success. It will consider the elements in the school that are being measured, the means by which they are measured, the timing of the measurements and the ways in which results are being reported.

The committee may determine that there are other elements in the schools that are essential to success and therefore should be measured. The committee may consider alternate forms of measurements and means of reporting the results.

The committee will regularly report to the board its findings to help the board fulfill its responsibility for ensuring a successful educational program.

### *Committee on Finance and Business Operations*

This committee will work with staff to ensure that the finances of the schools are being properly managed and reported. It will regularly review the financial reports prepared by the staff. It will consider whether the reporting forms are adequate or whether they should be changed to provide a better understanding of school finance.

The committee will review the business practices of Value Schools and look for ways to improve efficiency and effectiveness. The committee will participate in the selection of an external auditor, annually meet with the auditor and report audit findings to the board.

The committee will regularly report to the board its findings to help the board fulfill its responsibility for ensuring sound financial operations.

## **Conflict of Interest Policy**

Value Schools K-8 #2 will follow the LAUSD Conflict of Interest Code.

## **School Site Council**

Value Schools K-8 #2 will establish a School Site Council consistent with policies of Value Schools. In addition to the responsibilities specified in Governance Policy for Value Schools, the Value Schools K-8 #2 Site Council will also advise on school policies which are of concern to parents and students. These include such areas as student uniforms, vacation schedules, nutrition, special classes and extra-curricular activities. They also include areas of concern to the faculty such as leave days, faculty dress code and non-classroom responsibilities.

The School Site Council will meet at least four times a year and its operations will comply with appropriate government laws and regulations. Information from School Site Council meetings will be communicated to the Charter School board by the Principal.

The process for establishing the School Site Council and its authority and duties are detailed in the *Value Schools* policies on governance (which have been presented above).

### **Meetings Procedures for Governing Board and School Site Council**

The meeting dates and locations of the governing board and site council will be given in writing to the parents of students enrolled in the Value Schools K-8 #2 according to Brown Act timelines. These meeting dates and locations will also be posted in the school in a prominent place as close to the main entrance to the school as is practically possible and they will be included in the monthly newsletter. At least seventy-two hours prior to the meeting of either body, the meeting agenda will be posted in the same location as the notice of dates and locations. The meetings will comply with all Brown Act timelines.

Agendas and minutes of the previous meeting will be made available by other means (e.g. e-mail, web posting, etc) 72 hours in advance of regular meetings and 24 hours in advance of special meetings in accordance with the Brown Act. Copies of the minutes can be requested in the Charter School's main office.

To the extent possible the meetings of both bodies will be held in a location sufficiently large to accommodate most, if not all, members of the public to attend. Members of the public will be allowed to address either body during its meeting after the chair of that body has specified at the beginning of the meeting the time for comments and the length of comments.

### **Parent Organization**

The principal of Value Schools K-8 #2 shall provide for the opportunity for a Parent/Teacher Organization to meet monthly. The organization shall give parents an opportunity to provide service to the school, provide for special events, conduct school-wide fundraising activities, as well as be a communications vehicle between parents and the school administration. Teacher representative will be selected by the faculty. By-laws will be written and approved by the Organization.

### **Faculty**

The faculty will participate in school governance through agendas at faculty meetings, surveys, meetings with the principal and vice-principal and meeting with the CEO of Value Schools. They also select the faculty representatives to the School Site Council and the Parent/Teacher Organization. Faculty members are also invited to attend board meeting and address the board as part of public comment.

### **Principal**

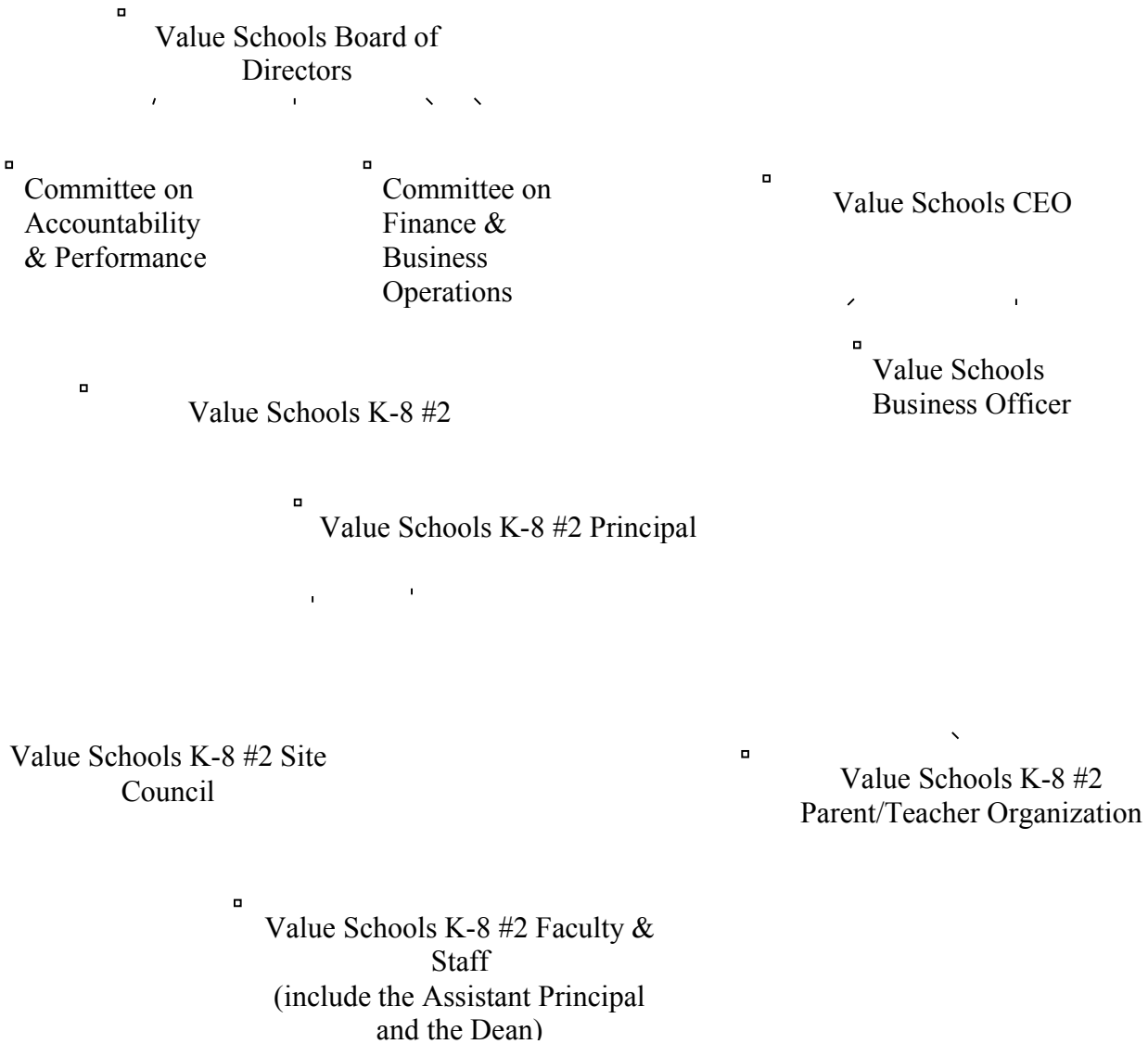
The major responsibility for school decisions rests with the principal. The responsibilities of the principal are delineated in the Policies on Governance and in Element 5.

### **CEO of Value Schools**

The primary responsibility of the Chief Executive of Value Schools is the leadership and management of that organization. In this capacity the CEO is concerned with over-sight of financial operations, the assurance of a safe and adequate facility, the raising of funds from public and private sources and the liaison with various external organizations. The CEO is

available to support and assist the principal in whatever areas may be needed. The CEO is not a member of the Value Schools Board of Directors.

## Value Schools Organizational Chart





### **Amendments to the Charter**

Should it become necessary to amend the charter for Value Schools K-8 #2, Value Schools will assist the school in preparing and submitting such amendments to the Los Angeles Unified School District.

### **District Required Language**

Value Schools K-8 #2 and/or its nonprofit corporation are a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Value Schools K-8 #2 will comply with the Brown Act.

Members of Value Schools K-8 #2 executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and regulations, and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interests.

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

### **Grievance Procedure for Parents and Students**

Value Schools K-8 #2 will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Value Schools K-8 #2 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Value Schools K-8 #2 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Value Schools K-8 #2 will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Value Schools K-8 #2 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **LAUSD Charter Policy**

Value Schools K-8 #2 will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

### **Responding to Inquiries**

Value Schools K-8 #2 and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Value Schools K-8 #2 and/or its nonprofit corporation acknowledge that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Value Schools K-8 #2 operations is received by the District, the Value Schools K-8 #2 shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

### **Notifications**

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Value Schools K-8 #2.

## **Element 5: Employee Qualifications**

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

### **General Requirements**

1. Demonstrate commitment to the five core values.
2. Provide evidence of having cleared a criminal background check.
3. Meet all health code requirements
4. Meet all other requirements set forth in law and regulation.

### **Qualifications for principal**

To be the principal for Value Schools K-8 #2, one must have the relevant experience or appropriate preparation for the kind of leadership and decision-making required in a charter school. The relevant experience would include being a principal in a private or parochial school or a principal in a “site-based-managed” public school. Appropriate preparation would include 1.) on-the-job training by having been a vice-principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school or 2.) graduate level education in a program designed to prepare for leadership in private, parochial or charter school. A master’s degree in school administration (or equivalent) is also expected.

### **Qualifications for teachers**

Teachers of core subjects, as enumerated in Element 1, must meet the requirements of No Child Left Behind and have the appropriate California Commission on Teaching credential, permit or other document equivalent to that which a teacher in a traditional public school might have.

Teachers of non-core subjects, as noted in Element 1 must have a bachelor’s degree from an accredited college or university in the subject area that they will be teaching. An exception to the degree requirement can be made if the candidate has demonstrated proficiency in the subject area through years of professional experience.

### **Other educational and support staff**

Classroom aides must meet the requirements of No Child Left Behind with at least two years of college (minimum of 60 semester units or 90 quarter units).

All non-teaching staff must have demonstrated competency for the position. This can be demonstrated through education, employment experience or the capacity to be trained on the job.

### **Selection**

The selection process is absolutely critical to the success of the professional educational team. Value Schools K-8 #2 will follow the employment policies, hiring protocol and job descriptions adopted by *Value Schools*. These policies and procedures are designed to determine three critical elements. First, they inquire of the potential educators directly through the interview process whether they are persons who have the characteristics of one who is committed to the five core values. The process also asks references about the characteristics of the potential employees; again to determine whether that commitment to the values is present.

Second, the process clarifies the expectation that the teacher is responsible for finding the means to educate each child. That expectation is confirmed by presenting to potential employees that their continued employment at Value Schools K-8 #2 depends on student learning. As teachers they will be supported in their effort to find the most effective means, but in the end the responsibility falls on them.

Third, whenever possible potential educators will be asked to demonstrate teaching competencies by preparing and conducting a lesson in the grade level of the position that they are seeking. Finally, a determination is made that the potential educator has the knowledge and skills to be successful. This is accomplished primarily through a review of the references, persons who know of the candidate's past performance.

### **Compensation**

Value Schools K-8 #2 will make an effort to compensate its teachers at least as much as they would make if employed in the Los Angeles Unified School District. The school's compensation practice is to give a teacher in their first year at the school a salary that is approximate to what they might have received at LAUSD. In succeeding years the teacher is eligible for a cost of living adjustment in those years where one is justified by an increase in the cost of living, an increase based on performance (see below) and a longevity increase after the third, sixth and ninth year at the school.

### **Evaluation and Performance Compensation**

Value Schools K-8 #2 evaluates the performance of its teachers on six criteria. The first is student achievement and this measure counts for at least 50% of the evaluation. The teacher's performance is measured by the value added by the teacher to the students in his or her class. Growth in student achievement is assessed by multiple tests given throughout the school year. These tests are to be highly correlated with the state's standardized testing program. The second and third criteria are pedagogical skills and classroom management. To assess performance the school's principal is to prepare or adopt a protocol in collaboration with the teachers. These two criteria account for 25% of the evaluation. The fourth criterion is parental satisfaction and is measured by a survey. The fifth is an assessment by peers of the teacher's demonstration of the five core values. The sixth criterion is the successful completion of an appropriate area of professional development. These criteria make up the remaining 25%.

The results of the combined elements produces a mathematical score which in turn is used to determine the size of the performance compensation to be added to the teacher's salary in the following year. The higher the score is, the larger the performance compensation will be. While Value Schools K-8 #2 is committed to providing performance compensation to all its employees, the availability and size depend on available funding. Further it should be noted that Value Schools began developing this performance compensation during the 2009-10 school year and is still in the process of refining it.

The principal is responsible for ensuring that classified staff is evaluated.

Approved by Board of Directors, 30 October 2000  
Revision Approved by Board of Directors, 16 May 2001  
Further Revision Approved by Board of Directors, 26 June 2006  
Further Revision Approved by Board of Directors 9 June 2010  
Further Revision Approved by the Board of Directors 18 March 2011  
Further Revision Approved by the Board of Directors 6 December 2011  
Further Revision Approved by the Board of Directors 8 June 2012  
(The following is a policy of Value Schools and the terms “Value Schools,” the “schools,” and the “school” used herein mean the Charter School.)

## **Personnel Policies and Procedures**

### **Definitions**

#### 1.1 Employees

##### *1.1.1 Full-time and Part-time*

An employee who works on a regular basis thirty or more hours in a calendar week and for fifty-two weeks per year shall be considered a full-time employee. An employee who works less than thirty hours a week or less than fifty-two weeks per year shall be considered a part-time employee.

##### *1.1.2 Non-exempt and Exempt*

An employee who is paid wages on an hourly basis is a non-exempt employee. An employee who is paid a salary that is paid on an annual basis or monthly (or fraction thereof) is an exempt employee.

##### *1.1.3 At-Will Employment*

Unless an employee has a written agreement to be employed for a specific period of time, employment at *Value Schools* is at-will employment. An at-will employee may terminate employment at any time, with or without cause. *Value Schools* has a right to terminate an at-will employee at any time as well, with or without cause. No one in *Value Schools* other than the Chief Executive Officer has the authority to alter an at-will status or to enter into any agreement for employment for a specified period of time or to make any agreement contrary to this policy. Only the Chief Executive Officer may do so, and only in a written agreement signed by both the Chief Executive Officer and the employee.

##### *1.1.4 Temporary*

A position may be designated as a temporary position by the chief executive officer or by an authorized delegate. An employee hired to fill a temporary position shall be considered a temporary employee.

#### 1.2 Probationary Period

All new employees serve on a probationary period for the first 90 days of employment. During this period, employees will have an opportunity to learn about the position. *Value Schools* will also use this period to determine whether or not the employee is able to meet its expectations. Probationary period may be extended for legitimate business reasons or because of approved absences taken by the employee during probation. During the probationary period and during employment is at-will, At the end of the probationary period, the supervisor will prepare a written evaluation which shall state whether the employee will continue in employment, extend probation or be terminated.

### 1.3 Authorized Delegate

An authorized delegate is a position that has been given the authority to perform a function that is assigned to the chief executive officer. The delegation is given in writing by the chief executive officer or is given by virtue of an approved job description.

#### **Non-discrimination**

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

#### **Compensation**

### 1.4 Salary and Wage Ranges

The Chief Executive Officer shall annually approve starting salaries and compensation changes as part of the development of the annual budget. The starting salaries and compensation changes become effective when the annual budget is approved by the Board of Directors.

### 1.5 Work Hours

All non-exempt employees shall not work for more than an eight-hour workday or for more than a forty-hour workweek, unless overtime has been approved by the chief executive officer or authorized delegate. Non-exempt employees who work over the standard number of work hours shall be entitled to such over-time rate of pay as may be required by federal or state law and may be subject to discipline, up to and including termination.

All exempt employees shall work as many hours as may be necessary to complete their assigned duties.

### 1.6 Benefits

### *1.6.1 Lunch and Rest Breaks*

Non-exempt employees are entitled to a paid 10-minute break for every 4 hours worked or a fraction thereof, with the rest period beginning in the middle of each 4-hour work period as far as practicable. Non-exempt employees who work 5 hours or more are entitled to an unpaid 30-minute meal break.

### *1.6.2 Pay Periods*

Pay periods for hourly (non-exempt) employees are from the first day of the month through the fifteenth day of the month, and from the sixteenth day of the month through the last day of the month. Employees will receive their paychecks ten days after the pay period on the tenth and the twenty-fifth of each month; if that day is a weekend or holiday, employees will receive their paychecks on the last business day immediately preceding the payday. (For this purpose, “business day” shall mean a weekday that is not a federal or state holiday; it does not mean a day in which school is in session.)

Pay periods for salaried (exempt) employees are from the first day of the month through the last day of the month. Employees will receive their paychecks on the fifth and the twentieth day of each month; if that day is a weekend or holiday, employees will receive their paychecks on the last business day immediately preceding the payday. (For this purpose, “business day” shall mean a weekday that is not a federal or state holiday; it does not mean a day in which school is in session.)

### *1.6.3 Direct Deposit of Paycheck*

Provided that the payroll system used by Value Schools allows for Direct Deposit, an employee may elect the direct deposit of his/her paychecks to the financial institution of his/her choosing, provided that financial institution accepts direct deposit of payroll checks.

### *1.6.4 Eligibility for Leave*

All employees, full and part time, are eligible for the leaves as defined below, except that full-time temporary employees are eligible for holiday and sick leave only.

### *1.6.5 Vacation*

Full-time exempt employees shall be given a letter of appointment that states whether they have paid vacation when school is not in session or for a specific number of weeks during the school year.

Full-time non-exempt employees are eligible for ten days of annual vacation during the first five years of employment; fifteen days during the next three years of employment and twenty days after eight full years of employment. A non-exempt employee may begin taking vacation after being employed for six full pay periods.

Part-time employees, exempt and non-exempt, are not eligible for paid vacation, except for an employee who works for forty hours per week for at least forty weeks per year. An employee who works for forty hours per week and forty weeks per year is eligible after three years of employment at that rate to receive paid vacation. The number of paid vacation days shall be determined by dividing the number of weeks worked by fifty-two and multiplying the quotient by the number of weeks specified about for full-time employees.

The times used for vacation must be approved by the employee's immediate supervisor. A supervisor may specify that vacation must be requested a certain number of days in advance of the times desired for vacation. Employees are advised to always notify their immediate supervisors as soon as they know of a desired vacation time.

All exempt and non-exempt employees who have a specified number of weeks of annual vacation may accumulate unused vacation days up to a maximum equal to that employee's annual vacation. At the time of separation from employment, a non-exempt employee shall be compensated for unused vacation at the hourly rate in effect on the last day of employment.

#### *1.6.6 Holidays*

All full time employees will be given the following days as paid holidays: January 1, Martin Luther King Day in January, President's Day in February, Memorial Day in May, July 4, Labor Day in September, Veterans' Day and Thanksgiving Day and the Friday thereafter in November, December 24 & 25, and December 31. (Any holiday with an exact calendar date that falls on a Saturday shall be observed on the Friday immediately preceding, and any holiday that falls on a Sunday shall be observed on the Monday immediately following.) Additionally, employees will be given three additional holidays for the religious, civic or family observances of their choice. In the event that the three additional days have not been taken before December 24, the employee may use the three weekdays that fall between December 25 and December 31. Employees must inform their immediate supervisor of the three additional days selected at the time of hire or least six months in advance.

All part-time employees, exempt and non-exempt, are not eligible for paid holidays except for an employee who works for forty hours per week for at least forty weeks per year. An employee who works for forty hours per week and forty weeks per year is eligible after two years of employment at that rate to receive paid holidays. The number of paid holidays shall be determined by dividing the number of weeks worked by fifty-two and multiplying the quotient by the number of holidays specified about for full-time employees.

#### *1.6.7 Sick / Personal Leave*

Each exempt employee is entitled to ten (10) sick/personal days each year. Sick/Personal leave is only paid for days on which the exempt employee would have been expected to report to work. For these purposes, a "year" is defined as the period of time from July 1



through June 30; persons beginning employment after July 1 shall have their sick leave prorated for their first year of employment; except that exempt employees who begin work at a school site before August 15 shall receive the entire ten (10) days. Exempt employees who exceed their allotted sick time will be docked accordingly.

All full-time non-exempt employees who work a full calendar year (i.e. do not observe a school calendar) shall be entitled to the same number of sick/personal days as exempt employees.

All part-time employees, exempt and non-exempt, are not eligible for paid sick/personal days except for an employee who works for forty hours per week for at least forty weeks per year. An employee who works for forty hours per week and forty weeks per year is eligible after one year of employment at that rate to receive paid sick/personal days. The number of paid sick/personal days shall be determined by dividing the number of weeks worked by fifty-two and multiplying the quotient by ten.

For employees for whom a substitute is normally hired (e.g. classroom teachers) unused sick/personal time will be compensated at a per diem amount at a rate specified in the annual budget. Unused sick days may not be accumulated past the last day of the school year (June 30.) Compensation for unused sick/personal days will not be issued before the end of the school year.

For employees for whom a substitute is not normally hired (e.g. administrators and clerical staff) unused sick/personal leave may be carried into the following year, except that no employee will be eligible for more than thirty (30) days of sick/personal leave in any one year.

The employee's immediate supervisor may request documentation of illness or injury from a credentialed medical professional.

#### *1.6.8 Bereavement Leave*

All employees may take up to three days leave with pay at the time of the death of a member of the immediate family (spouse, registered domestic partner, child, parent, spouse's parent, registered domestic partner's parent, sibling, grandparent, spouse's/registered domestic partner's grandparent). "At the time of death" is defined as within three calendar weeks of the death of the immediate family member and the leave must occur at that time. Bereavement leave after this three week period may only be taken if it was approved by the employee's supervisor during the three week period.

#### *1.6.9 Jury Duty*

All employees may attend jury duty in accordance with their legal obligation to do so. It is the employee's responsibility to present to his/her supervisor immediately upon receipt of the Jury Summons. Employees on jury duty are expected to report to work on those days or partial days when excused from jury service. Documentation of jury duty attendance must be presented to your supervisor in order to receive jury duty pay. Eligible employees will be paid their regular daily or hourly rate of pay (less government-paid

jury fees) for each full or partial working day missed to a maximum of ten (10) days pay within a three calendar year period. Any time served beyond these ten (10) days will be without pay. Jury duty pay will not be counted as hours worked for the purpose of calculating overtime. Employees who do perform work on a second shift on jury service days will be paid for all actual hours worked in addition to any eligible duty benefits.

#### *1.6.10 Witness Duty*

Employees who are required by law to appear in Court for non-work related cases as a witness may take unpaid time off from work or use earned leave.

#### *1.6.11 Volunteer Civil Service Leave*

Employees may take a leave of absence to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. “Emergency rescue personnel” means any person who is an officer, employee, or member of a fire department or fire protection or fire fighting agency of the federal government, the State of California, a city, county, city and county, district, or other public or municipal corporation or political subdivision of the State, or of a sheriff’s department, police department or a private fire department. An employee who is a volunteer firefighter may take a temporary leave of absence not to exceed 14 days per calendar year for the purpose of engaging in fire or law enforcement training. Time off under this section is unpaid but the employee may use earned leave.

#### *1.6.12 Literacy Leave*

*Value Schools* will reasonably accommodate and assist any employee who reveals a problem of illiteracy and asks *Value Schools* for assistance in enrolling in an adult literacy education program so long as the reasonable accommodation does not impose an undue hardship on the School. *Value Schools* will provide assistance by informing the employee of locations of local literacy education programs or to arrange for a literacy education provider to visit the School. *Value Schools* will make reasonable efforts to protect the privacy of the employee as to the fact that he or she has a problem with illiteracy. Any leave taken by an employee to enroll and participate in an adult literacy education program is unpaid but the employee may use earned leave.

#### *1.6.13 Domestic Violence and Sexual Assault Victim Leave*

An employee who is a victim of domestic violence or a victim of sexual assault may take time off from work to obtain or attempt to obtain a temporary restraining order, restraining order or other injunctive relief to help ensure the health, safety or welfare of the victim or his or her child. The employee must give his/her supervisor reasonable advance notice of the intent to take time off unless advance notice is not feasible. Time off under this section is unpaid but the employee may use earned leave.

#### *1.6.14 Crime Victim Leave*

An employee who is a victim of domestic violence or a victim of sexual assault may take time off from work to seek medical attention for injuries caused by domestic violence or sexual assault, obtain services from a domestic violence shelter, obtain psychological counseling or to participate in safety planning. The employee must give his/her supervisor reasonable advance notice of the intent to take time off unless advance notice is not feasible. In addition, an employee who is a victim of a crime, immediate family of a victim, registered domestic partner, or child of a registered domestic partner of the victim, may take time off from work to attend to judicial proceedings related to that crime. Time off under this section is unpaid but the employee may use earned leave.

#### 1.6.15 Voting Leave

Employees may take time off at the beginning or end of the regular work shift to vote in a statewide election. Such time off will be paid for up to two hours in order to allow employees to vote. Employees desiring to take time off to vote must provide notice at least two working days in advance of the election when they know or have reason to believe time off will be necessary. Any leave in excess of two hours will be unpaid.

#### 1.6.16 Organ and Bone Marrow Donation Leave

Employees that have been employed with the School for at least 90 days may take a paid leave of absence of up to 30 business days in a calendar year for organ donation. An employee may take up to five business days in any one-year period. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. *Value Schools* may require that the employee take up to five days of earned but unused sick leave or vacation leave for bone marrow donation and up to two weeks of earned but unused sick leave and vacation leave for organ donation.

#### 1.6.17 Leave for Child Suspension Attendance

An employee who is a parent or guardian of a student may take a leave of absence to appear in school for child suspension attendance under Education Code Section 48900.1 provided the employee gives reasonable notice to his/her supervisor that he or she is requested to appear in school. Time off under this section is unpaid but the employee may use earned leave.

#### 1.6.18 Parent's Leave for School or Day Care Activities

An employee who is a parent, guardian or grandparent having custody of one or more children in kindergarten or grades 1 to 12 or attending a licensed child daycare facility, may take a leave of up to 40 hours each year, not to exceed 8 hours in any calendar month of the year, to participate in activities of the school or licensed child daycare facility if the employee gives reasonable notice to his/her supervisor of the planned absence. Time off under this section is unpaid but the employee may use earned leave.

### *1.6.19 Rehabilitation Leave*

*Value Schools* shall reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the reasonable accommodation does not impose an undue hardship on the School. The employee may use accrued sick leave for the purpose of entering and participating in an alcohol or drug rehabilitation program.

### *1.6.20 FMLA – Family Care and Medical Leave / CFRA – California Family Rights Act*

*Value Schools* will provide family and medical care leave for eligible employees, as required by state and federal law, including leaves under the federal Family and Medical Leave Act (FMLA) (which includes Military Caregiver Leave, also known as Covered Service member Leave), the California Family Rights Act (CFRA), and the Paid Family Care Leave Act (PFCLA).

## **DEFINITIONS**

In implementing this policy, the following definitions will apply.

“12-Month Period” means a rolling 12-month period measured backward from the date leave is taken and continuous with each additional leave day taken.

“Child” means a child under 18 years of age, or 18 years of age or older who is incapable of self-care because of a mental or physical disability. An employee’s child is one for whom the employee has actual day-to-day responsibility for care and includes a biological, adopted, or foster child, a step-child, a legal ward, a son or daughter of a domestic partner, or a son or daughter to whom the employee stands in loco parentis (in place of a parent).

“Parent” means the biological, foster, or adoptive parent of an employee or an individual who stands or stood in loco parentis (in place of a parent) to an employee when the employee was a child. This term does not include parents-in-law.

“Spouse” means a husband or wife as defined or recognized under California state law for purposes of marriage.

“Domestic Partner” means a partner as defined in Section 297 of the Family Code.

“Family Member” means a Child, Parent, Spouse, or Domestic Partner as defined in this family care and medical leave policy.

“Serious Health Condition” means an illness, injury impairment, or physical or mental condition that involves:

(1) Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (i.e., inability to work or perform other

regular daily activities because of the serious health condition, treatment involved, or recovery there from); or

(2) Continuing treatment by a health care provider (i.e., a serious health condition involving continuing treatment by a Health Care Provider as defined under federal or state law).

“Health Care Provider” has the same meaning as defined under the FMLA and CFRA.

### **REASONS FOR LEAVE**

Leave is only permitted for the following reasons:

- (1) The birth of a child or to care for a newborn of an employee or the employee’s domestic partner;
- (2) The placement of a child with an employee in connection with the adoption or foster care of the child by the employee or the employee’s domestic partner;
- (3) To care for a child of the employee, spouse, or domestic partner who has a serious health condition; or
- (4) Because of a serious health condition that makes the employee unable to perform the functions of his or her position;
- (5) To care for a parent, spouse, or domestic partner who has a serious health condition.

### **EMPLOYEES ELIGIBLE FOR LEAVE**

An employee is eligible for leave if the employee:

- (1) Has been employed for at least 12 months; and
- (2) Has been employed for at least 1250 hours during the 12-month period immediately preceding the commencement of the leave.

*Value Schools* counts FMLA-CFRA leave using a “looking back” method, meaning that if an employee requests FMLA-CFRA leave, the School looks back over the preceding 12 months to determine if the employee has taken FMLA-CFRA leave during that time period. If the employee did take FMLA-CFRA leave, then that time would be deducted from the amount of leave for which the employee is now eligible. If the employee has not taken any FMLA-CFRA leave, then the employee would be eligible for all 12 weeks of FMLA-CFRA leave.

## **AMOUNT OF LEAVE**

Eligible employees are entitled to a total of 12 workweeks of leave during any 12-month period.

## **MINIMUM DURATION OF LEAVE**

If leave is requested for the birth, adoption, or foster care placement of a child of the employee or domestic partner, leave must be concluded within 1 year of the birth or placement of the child. In addition, the basic minimum duration of such leave is 2 weeks. However, an employee is entitled to leave for one of these purposes (e.g., bonding with a newborn) for at least 1 day, but less than 2 weeks' duration on any 2 occasions.

If leave is requested to care for a child, parent, spouse, or domestic partner or for the employee himself or herself with a serious health condition, there is no minimum amount of leave that must be taken. However, the notice and medical certification provisions of this policy must be complied with.

## **SPOUSES BOTH EMPLOYED BY THE SCHOOL**

In any case in which domestic partners or a husband and wife are both employed by the School and both are entitled to leave, the aggregate number of workweeks of leave to which both may be entitled may be limited to 12 workweeks during any 12-month period if leave is taken for the birth or placement for adoption or foster care of the employees' child (i.e., bonding leave). This limitation does not apply to any other type of leave under this policy.

## **EMPLOYEE BENEFITS WHILE ON LEAVE**

Leave under this policy is unpaid. However, an employee may be able to use accrued paid leave. While on leave, the employee will continue to be covered by the School's group health insurance to the same extent that coverage is provided while the employee is on the job.

The employee may be entitled to other, non-School-provided benefits under any other federal or state programs such as state disability insurance benefits. The School is not responsible for administering any such benefits.

Employees may make the appropriate contributions for continued coverage under the preceding non-health benefit plans by payroll deductions or direct payments made to these plans. Depending on the particular plan, *Value Schools* will inform the employee whether the premiums should be paid to the carrier or to the School. The coverage on a particular plan may be dropped if the employee is more than 30 days late in making a premium payment. However, the employee will receive a notice at least 15 days before

coverage is to cease, advising him or her that he or she will be dropped if the premium payment is not paid by a certain date. Employee contribution rates are subject to any change in rates that occurs while the employee is on leave.

If the employee fails to return to work after his or her leave entitlement has been exhausted or expires, the School shall have the right to recover its share of health plan premiums for the entire leave period, unless the employee does not return because of the continuation, recurrence, or onset of a serious health condition of the employee or his or her family member that would entitle the employee to leave or because of circumstances beyond the employee's control. *Value Schools* shall have the right to recover premiums (or other sums due the School) from an employee against his or her wages, paid time off, vacation, or holiday pay.

### **SUBSTITUTION OF PAID ACCRUED LEAVES**

While on leave under this policy, an employee may elect to concurrently use paid accrued leaves. Similarly, the School may require an employee to concurrently use paid accrued leaves after requesting FMLA-CFRA leave and Paid Family Care Leave and may also require an employee to use family and medical care leave concurrently with a non-FMLA-CFRA leave that is FMLA-CFRA-qualifying.

### **EMPLOYER'S RIGHT TO REQUIRE EMPLOYEE TO USE PAID ACCRUED LEAVES CONCURRENTLY WITH FAMILY LEAVE**

When an employee has earned or accrued paid vacation or administrative leave, that paid leave must be substituted for all or part of any (otherwise) unpaid leave under this policy.

An employee is entitled to and may use sick leave concurrently with leave under this policy if:

- (1) The leave is for the employee's own serious health condition; or
- (2) The leave is needed to care for a parent, domestic partner, spouse, or child with a serious health condition and would be permitted as sick leave under the School's sick leave policy.

An employee may use vacation, personal or sick time concurrently with leave under this policy.

As a condition of an employee's initial receipt of family temporary disability insurance benefits during any 12-month period in which an employee is eligible for these benefits, the School may require an employee to take up to 2 weeks of earned but unused vacation or sick leave (or all) prior to the employee's initial receipt of these benefits. If the School requires the employee to take vacation, personal or sick leave, that portion of the leave that does not exceed 1 week shall be applied to any applicable waiting period for receipt of family temporary disability insurance benefits.

## **MEDICAL CERTIFICATION**

Employees who request leave for their own serious health condition or to care for a child, parent, domestic partner, or spouse who has a serious health condition must provide written certification from the health care provider of the individual requiring care if requested by the School.

### **TIME TO PROVIDE MEDICAL CERTIFICATION**

When an employee's leave is foreseeable and at least 30 days' notice has been provided, if a medical certification is requested, the employee must provide it before the leave begins. When this is not possible, the employee must provide the requested certification to the School within the time frame requested by the School (which must allow at least 15 calendar days after the employer's request), unless it is not practicable under the particular circumstances to do so despite the employee's diligent good faith efforts.

### **CONSEQUENCES OF FAILURE TO PROVIDE ADEQUATE OR TIMELY CERTIFICATION**

*Value Schools* will advise the employee in writing what additional information is necessary to make the certification complete and sufficient. The employee will have 7 calendar days, unless not practicable under the circumstances despite the employee's diligent good faith efforts, to cure any deficiency. If the deficiency is not cured, the School may deny the taking of FMLA-CFRA leave.

### **RECERTIFICATION**

If the School has reason to doubt the validity of a certification, the School may require a medical opinion of a second health care provider chosen and paid for by the School. If the second opinion is different from the first, the School may require the opinion of a third provider jointly approved by the School and the employee but paid for by the School. The opinion of the third provider will be binding. An employee may request a copy of the health care provider's opinions when there is a recertification.

### **INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE**

If an employee requests leave intermittently (e.g., a few days or hours at a time) or on a reduced leave schedule to care for an immediate family member with a serious health condition, the employee must provide medical certification that such leave is medically necessary. "Medically necessary" means there must be a medical need for the leave and that the leave can best be accomplished through an intermittent or reduced leave schedule.

### **EMPLOYEE NOTICE OF LEAVE**

Although the School recognizes that emergencies arise that may require employees to request immediate leave, employees are required to give as much notice as possible of their need for leave. If leave is foreseeable, at least 30 days' notice is required. In



addition, if an employee knows that he or she will need leave in the future but does not know the exact date(s) (e.g., for the birth of a child or to take care of a newborn), the employee shall inform his or her supervisor as soon as possible that such leave will be needed. Absent unusual circumstances, such notice may be given in accordance with the School's usual and customary call-in procedures for reporting an absence. The employee must provide notice sufficient to make the School aware that the employee needs FMLA-CFRA-qualifying leave and of the anticipated timing and duration of the leave. If the School determines that an employee's notice is inadequate, the School may delay the granting of FMLA-CFRA leave.

## **REINSTATEMENT ON RETURN FROM LEAVE**

### **Right to Reinstatement**

On expiration of leave, an employee is entitled to be reinstated to the position of employment held when the leave commenced, or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. Employees have no greater rights to reinstatement, benefits, and other conditions of employment than if the employee had been continuously employed during the FMLA-CFRA-Paid Family Care Leave period.

If a definite date of reinstatement has been agreed on at the beginning of the leave, the employee will be reinstated on the date agreed on. If the reinstatement date differs from the original agreement date between the employee and the School, the employee will be reinstated within 2 business days, when feasible, after the employee notifies the School of his or her readiness to return.

### **EMPLOYEE'S OBLIGATION TO PERIODICALLY REPORT ON HIS OR HER CONDITION**

An employee may be required to periodically report on his or her status and intent to return to work. This will avoid any delays to reinstatement when the employee is ready to return.

### **FITNESS-FOR-DUTY CERTIFICATION**

As a condition of reinstatement of an employee whose leave was based on the employee's own serious health condition that made the employee unable to perform his or her job, the employee must obtain and present a fitness-for-duty certification from the health care provider stating that the employee is able to perform the essential functions of the employee's job. When reasonable job safety concerns exist, the School may require a fitness-for-duty certification before an employee may return to work when the employee takes intermittent or reduced leave. Failure to provide such certification will result in denial of reinstatement.

An eligible employee who is a spouse, registered domestic partner, child, parent, or next of kin of a covered servicemember with a serious injury or illness may take up to a total of 26 workweeks of unpaid leave during a single 12-month period to care for the

servicemember. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise on outpatient status, or is otherwise on the temporary disability retired list, in each case for a serious injury or illness. A serious injury or illness is one that was incurred by a servicemember in the line of duty on active duty that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating. The single 12-month period for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of a 12-month period established by the employer for other types of FMLA leave. An eligible employee is limited to a combined total of 26 workweeks of leave for any FMLA-qualifying reason during the single 12-month period. Only 12 of the 26 weeks total may be for an FMLA-qualifying reason other than to care for a covered service member.

### **QUALIFYING EXIGENCY LEAVE**

An eligible employee may take up to a total of 12 workweeks of unpaid leave during the normal 12-month period established by the employer for FMLA leave for qualifying exigencies arising out of the fact that the employee's spouse, registered domestic partner, child, or parent is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. Under the terms of the statute, qualifying exigency leave is available to a family member of a military member in the National Guard or Reserves; it does not extend to family members of military members in the regular Armed Forces.

Qualifying exigencies include:

- (1) Issues arising from a covered military member's short-term deployment (i.e., deployment on 7 or fewer days of notice) for a period of 7 days from the date of notification;
- (2) Military events and related activities such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to active duty status of a covered military member;
- (3) Certain child care and related activities arising from the active duty or call to active duty status of a covered military member, such as arranging for alternative child care, providing child care on a non-routine, urgent, immediate-need basis, enrolling or transferring a child in or to a new school or day care facility, or attending certain meetings at a school or day care facility, in each case if necessary because of circumstances arising from the active duty or call to active duty of a covered military member;
- (4) Making or updating financial and legal arrangements to address a covered military member's absence;

- (5) Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or a child of the covered military member, the need for which arises from the active duty or call to active duty status of a covered military member;
- (6) Taking up to 5 days of leave to spend time with a covered military member who is on short-term temporary rest and recuperation leave during deployment;
- (7) Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military, for a period of 90 days following the termination of the covered military member's active duty status;
- (8) Addressing issues arising from the death of a covered military member; and
- (9) Any other event that the employee and employer agree is a qualifying exigency.

**LEAVE TO CARE FOR COVERED SERVICEMEMBER  
WITH SERIOUS ILLNESS OR INJURY INCURRED  
IN THE LINE OF DUTY ON ACTIVE DUTY**

Eligible employees who have family members who are covered servicemembers may take up to 26 workweeks of leave in a single 12-month period to care for a covered service member with a serious illness or injury incurred in the line of duty on active duty. The leave may be taken intermittently whenever medically necessary to care for a covered service member with a serious injury or illness. Leave may also be taken intermittently for a qualifying exigency arising out of the active duty status or call to active duty of a covered military member. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule the treatments so as not to unduly disrupt the School's operation.

Spouses and registered domestic partners employed by the same employer are limited to a combined total of 26 workweeks of leave in a single 12-month period if the leave is to care for a covered servicemember with a serious injury or illness; for the birth and care of a newborn child; for placement of a child for adoption or foster care; or for care of a parent who has a serious health condition.

**EMPLOYEE NOTICE**

Employees seeking to use Military Caregiver Leave must provide 30 days' advance notice of a need to take FMLA leave for planned medical treatment for a serious injury or illness of a covered service member. If leave is foreseeable but 30 days' advance notice is not practicable, the employee must provide notice as soon as practicable—generally, either the same or next business day. The employee must provide notice of the need for foreseeable leave based on a qualifying exigency as soon as practicable. When the need for military family leave is not foreseeable, the employee must provide notice to the employer as soon as practicable under the facts and circumstances of the particular case.

Generally, it should be practicable to provide notice for unforeseeable leave within the time prescribed by the School's usual and customary notice requirements.

The employee must provide sufficient information to make the School aware of the need for FMLA leave for these reasons and the anticipated timing and duration of the leave. Such information may include, as applicable, information to the effect that:

- (1) The requested leave is for a particular qualifying exigency related to the active duty status or call to active duty of a covered military member, along with the anticipated duration of the leave; and
- (2) The leave is for a qualifying family member who is a covered service member with a serious injury or illness, along with the anticipated duration of the leave.

### **EMPLOYER NOTICE**

When the employee requests leave under this policy, the School will notify the employee of his or her eligibility to take leave, including a reason for non-eligibility if the employee is determined not to be eligible. Such eligibility notice may be oral or written and should generally be given within 5 business days of the employee's request for leave. Subsequent eligibility notice in the same 12-month leave period may be required when an employee's eligibility status changes. *Value Schools* will inform employees of their rights and responsibilities under this leave, including giving specific written information on what is required of the employee.

When the School has enough information to determine that the leave is being taken for an FMLA-qualifying reason, the School will notify the employee that the leave is designated and will be counted as FMLA leave. *Value Schools* will designate leave that qualifies as both leave to care for a covered servicemember with a serious injury or illness and leave to care for a qualifying family member with a serious health condition as leave to care for a covered servicemember in the first instance. This designation notice will be in writing and generally will be given within 5 business days of the determination. *Value Schools* will notify the employee of the number of hours, days, or weeks that will be counted against the employee's FMLA entitlement.

### **CERTIFICATION REQUIREMENTS**

*Value Schools* will require the employee who requests military family leave to produce a certification and may require the employee certification to be supported by:

- (1) For leave for a qualifying exigency, a copy of the covered military member's active duty orders and certification providing the appropriate facts related to the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party; and
- (2) For leave to care for a covered servicemember with a serious injury or illness, certification completed by an authorized health care provider or a copy of an Invitational

Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of a covered service member's family.

#### *1.6.21 Pregnancy Disability Leave (PDL)*

An employee may take pregnancy disability leave (PDL) if she is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave will be up to 4 months or the equivalent number of days the employee would normally work within the 4-month period. Intermittent leave or a reduced work schedule may be taken.

To better accommodate this type of leave, the School reserves the right to temporarily transfer the employee to an available alternative position with equivalent pay and benefits. *Value Schools* will also consider a temporary transfer if medically advisable. *Value Schools* is not required to create a position; to discharge another employee or transfer another employee with more seniority; or to promote or transfer an employee if she is not qualified for the position. PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12-month look-back period will apply to all leaves granted concurrently. PDL may be unpaid, provided that an employee exhausts accrued benefits such as accrued sick or vacation leave. *Value Schools* will maintain health coverage for employees who take pregnancy disability leave.

### **PAY AND BENEFITS DURING LEAVE OF ABSENCE**

Employees will be expected to exhaust their vacation or sick leave (if applicable) before going into an unpaid status. This requirement will be applied consistent with state and federal law.

Employees will continue to receive the same level of benefit coverage they were eligible to receive prior to their leave, in accordance with applicable state and federal law. If the School approves a request made by an employee for a continuation of a leave that extends beyond the leave period provided by applicable federal or state law, the employee will be eligible to continue his or her benefits through the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA).

#### *1.6.22 Unpaid Leave*

An unpaid leave of absence for up to one year may be granted by the Chief Executive Officer or by an authorized delegate for any reason under the following conditions:

- a. There is a finding by the Chief Executive Officer or an authorized delegate that *Value Schools* and those it serves would potentially benefit by granting the leave.
- b. The timing of the leave is such that it does not cause an interruption to school activities (e.g. is concurrent with a school year or semester).
- c. The employee continues in any benefit plan entirely at his/her own expense.

- d. The leave time is not counted for the determination of any benefits.

#### *1.6.23 Per Diem Salary Calculation*

Unless otherwise specified in an employment contract all permanent employees shall be considered employed for 261 days per year. (Each calendar weekday is either a day of work or a paid holiday/vacation/leave day.) In the event that a salary reduction needs to be made for an unpaid leave, the per diem rate of exempt employees shall be 1/261 of their annual salary and the number of leave days will be all calendar weekdays during the period of unpaid leave. If an employee has an agreement that specifies the number days worked in the year, the per diem rate is determined by dividing one by the specified number of work days in the agreement and multiplying that times the annual salary. For non-exempt employees unpaid leave is calculated by not compensating them for the hours of employment which they do not work.

### 1.7 Insurance

#### *1.7.1 Health: Medical, Dental, Vision, Prescription Medicine, Mental & Behavioral Health*

*Value Schools* shall maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. Full time employees and part-time employees who work at least thirty hours per week shall be eligible for the plan upon employment; provided that they meet any eligibility requirements as may be specified by the insurance carrier. All employees are subject to a three-month probationary period. Coverage will begin on the first day of the month following the end of the probationary period and the supervisor informs the business office that the employee has passed probation.

*Value Schools* shall pay a portion of premiums for the health insurance plan so long as the employee continues in employment. Exempt employees who work at school sites under an annual contract shall be considered in continuous employment so long as they sign a contract for the succeeding academic year prior to June 30.

The Chief Executive Officer or authorized delegate shall select the health insurance plan and shall specify the portion of premiums to be paid by *Value Schools*. Information about the insurance plans shall be given to employees upon starting employment, when there are changes to the plan, and at the employee's request.

#### *1.7.2 Group Term Life Insurance*

*Value Schools* shall maintain a group life insurance plan. Full time employees shall be eligible for the plan upon employment; provided that they meet any eligibility requirements as may be specified by the insurance carrier.

The premiums for the insurance shall be fully paid by *Value Schools*.

#### *1.7.3 Workers' Compensation*

All employees of *Value Schools* are covered under a Workers' Compensation Insurance plan maintained by *Value Schools*. Any employee who is injured on the job shall report the injury to his/her supervisor as soon as is possible, and the injured employee shall follow the procedures specified by the plan for seeking medical treatment and for filing claims. Information on this procedure is available at all Value Schools sites.

#### *1.7.4 Retirement Plan/Deferred Compensation*

All eligible credentialed employees shall be covered by the California State Teachers Retirement System (STRS) subject to the terms of that system. Those employees covered by STRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion.

All eligible non-credentialed employees shall be covered by the California Public Employees Retirement System (PERS). Credentialed teachers may, at their option, be eligible to be covered by PERS. Employees covered by PERS participate in both the Medicare and OASDI portions of the federal social security system.

All employees are eligible to make voluntary contributions to a tax sheltered plan.

Employees who are on the payroll of Value Schools (the nonprofit) and who are not on the payroll of a charter school are eligible to receive deferred compensation. This program shall be an Internal Revenue Services 403(b)(7) custodial account program for a variety of investment vehicles. Employees are automatically enrolled in the program upon employment and contributions made on their behalf by *Value Schools* become the property of the employees upon their deposit into the program. Details of the retirement program shall be made available to participating employees at least annually.

### **Hiring**

- 1.8 Persons may only be hired for positions that are approved in the annual budget as adopted or amended.
- 1.9 By virtue of their position as Principal, all Principals are considered to be "authorized delegates." The term "authorized delegates" as used in this section applies to all Principals.
- 1.10 Approved Positions for Hire

Before any position (except a temporary position) may be filled there shall be an approved job description for that position and the position shall be approved for hiring in writing, either by the Chief Executive Officer or by an authorized delegate.

#### 1.11 Hiring Procedures

##### *1.11.1 Announcement of a Position Opening*

The announcement of a position opening may be done in whatever manner is determined best by the Chief Executive Officer or an authorized delegate, provided that an announcement of position openings is first circulated among current employees. The announcement shall specify, at a minimum, the title for the position, the minimum qualifications for the position, the materials that candidates must submit to be considered for the position and the deadline, if any, for submitting application materials.

#### *1.11.2 Application Process*

All candidates for a position shall be expected to submit a letter applying for the position, a current resume and a reference. The Chief Executive Officer or an authorized delegate may request more.

#### *1.11.3 Selection of Finalist(s)*

Before any candidate shall be considered a finalist for a position all submissions requested in the announcement of the position opening must have been received and reviewed by the chief executive officer or an authorized delegate.

#### *1.11.4 Background Investigations*

The Chief Executive Officer or an authorized delegate shall use due discretion in reviewing the background of any candidate who has been determined to be a finalist and shall undertake any investigations as may be required by law. All employees of a school require fingerprinting and a background investigation by the California Department of Justice.

#### *1.11.5 Employment Eligibility Verification*

To comply with the Immigration Reform and Control Act of 1986, all employees must complete Form I-9, "The Employment Eligibility Verification Form," and submit required documentation prior to employment.

#### *1.11.6 Approval of New Hire*

The approval to hire a person for a position shall be done in writing by the Chief Executive Officer or an authorized delegate.



### **Personnel Files**

*Value Schools* keeps a personnel file on each employee. The contents of the file are confidential to the extent permitted by law. An Employee may inspect his/her personnel file and obtain a copy of all documents in the file that the employee signed. Please inform Value Schools Business Officer of any changes in personal information such as the employee's address, phone number, marital status, or number of dependents in order to keep the file up to date.

### **Evaluations**

*Value Schools* recognizes the value of performance feedback between the employee and supervisor. The employee's supervisor may review the employee's job performance at least once a year. The performance evaluation may evaluate the strengths and weaknesses of the employee's performance and determine what areas of improvement, if any, are needed. This is also a time in which the employee may set future performance goals with the supervisor. A good performance evaluation does not guaranty a pay raise, nor is it a promise of continued employment.

### **Outside Employment**

Employees may engage in outside employment to the degree that it does not conflict with the interests of *Value Schools*. No employee is permitted to accept employment, whether for pay or otherwise, if the additional outside employment leads to a conflict or potential conflict of interest for the employee, if the nature of the outside employment will reflect negatively on *Value Schools*, or if the outside employment conflicts with the duties of the employee.

### **Drugs and Alcohol**

*Value Schools* is a drug-free, alcohol-free environment. Employees may not report to work under the influence of illegal drugs or alcohol. *Value Schools* reserves the right to search, without the employee's consent, all areas and property in which *Value Schools* maintains control or joint control with the employee for illegal drugs and alcohol. Refusal to allow for search when requested may be grounds for discipline, up to and including termination.

Employees reasonably believed to be under the influence of alcohol or illegal drugs may be required to submit to a drug and alcohol test.

The legal use of controlled substances, such as prescription drugs prescribed by a licensed physician or over-the-counter medications, is not prohibited by this policy.

### **Inspection of Work Stations and Personal Belongings**

*Value Schools* reserves the right to search any and all school vehicles, work stations, work areas, desks, file cabinets, lockers and other personal property of employees and their contents for illegal drugs, alcohol, weapons, and stolen property (collectively referred to as "Contraband"). *Value Schools* will conduct searches when there is reasonable cause to believe that you have Contraband in your possession. *Value Schools* may confiscate such Contraband and take any other appropriate action. "Reasonable

Cause” is defined as those facts that will lead a reasonably prudent person to believe that the employee has Contraband or the Contraband is in the area to be searched. Employees should have no reasonable expectation of privacy in school-supplied properties such as vehicles, work stations, desks, lockers, and cabinets.

### **Email, Voicemail, and Computer Policies**

*Value Schools* reserves the right to access at any time all emails, voicemails, computer systems, and internet websites on equipment owned by the Charter School, and employees do not have any reasonable expectation of privacy in any emails, voicemails, computer systems, or internet access. In addition, employees are expected to use email, voicemail, and computer systems for school business only and not for personal use. Employees may access the internet for personal reasons as long as such access is reasonable and does not interfere with the employee’s work duties.

Employees may not use any email, voicemail, or internet website that may be disruptive or offend others, including but not limited to the transmission, receipt, or viewing of sexually explicit messages, cartoons, images, sounds, ethnic or racial slurs, or anything that may be construed as unlawful harassment or disparagement of others. Any such inappropriate use may result in disciplinary action, up to and including termination.

### **Violence Prevention**

*Value Schools* is committed to providing a violence-free and safe work environment. All employees are prohibited from engaging in any violent behavior in the work place. Such behavior includes but is not limited to brandishing a weapon, knife, or other dangerous object that could potentially harm others; physical violence or threats of violence; fighting; horseplay; verbal threats of violence; and any intimidating behavior.

Employees are required to report all threats of violence as soon as possible to their supervisor or to any other supervisor and to report all suspicious individuals or activities to the immediate supervisor or to any other supervisor as soon as possible. On receiving a report of any suspected violence, the school will undertake a prompt investigation and take appropriate corrective action.

### **Impermissible Conduct**

- Employees are expected to abide by all work rules and standards and to avoid conduct that is detriment to the school or to others. Following is a list of examples of conduct that is not permitted in the work place. The examples set forth below represent the type of conduct that employees must avoid but this is not an exhaustive list of all impermissible conduct in the work place. Any conduct that adversely affects *Value Schools* or the employee’s job performance or is otherwise detrimental to the school or other employees may also result in disciplinary action including, but not limited to termination. Impermissible conduct includes, but is not limited to:
  - Creating conflict with co-workers, supervisors, students, parents, or visitors;
  - Excessive absenteeism or tardiness;

- Being absent for more than three days without notification or permission;
- Failure to follow safety regulations;
- Using school property, equipment, and resources for unauthorized purposes;
- Failing to report injuries or damage to, or an accident involving, school equipment;
- Incompetence or inefficiency in performing job duties;
- Horseplay that results in personal injury or equipment damage;
- Spreading malicious rumors;
- Engaging in vulgar or abusive language or conduct towards others;
- Using the Charter School's communications systems (telephone, computers, internet connections, etc.) inappropriately;
- Treating supervisors, co-workers, students, parents or visitors in a discourteous, inattentive, or unprofessional manner;
- Exhibiting behaviors that would violate the drug and alcohol policy;
- Dishonesty, including but not limited to, deception, fraud, lying, cheating, embezzlement, or theft;
- Insubordination;
- Violating conflict-of-interest rules;
- Violation of the anti-harassment policy;
- Gambling on school premises or while conducting school business;
- Violation of safety or health rules or engaging in conduct that creates a safety or health hazard;
- Violating the anti-violence policy;
- Falsifying school records;
- Conviction of a criminal offense involving turpitude( i.e. a vile or depraved act);
- Any conduct on or off duty that negatively impacts the reputation of the school;

- Violating any school policy, including but not limited to, any of the policies described in these Personnel Policies;

### **Disciplinary Procedures**

Value Schools may in its sole discretion, impose different forms of discipline depending on the nature and severity of the misconduct. The discipline may take the form of oral and written warnings, reprimands, suspensions, or termination.

#### **At-will employees**

Except as might be specified by state labor law, at-will employees may be discharged at any time with or without cause.

#### **Term contract employees (not "at will employees")**

##### 1.12 At end of term of contract

A person hired under a contract may be discharged at the end of the term of that contract without cause (i.e. the contract is not renewed.)

##### 1.13 During term of contract

A person hired under a contract may be discharged at any time for cause.

### **Separation Procedures**

On separation of employment, employees must return all supplies, keys, and other school property. The employee may also be requested to participate in an exit interview, although the interview is completely voluntary. At termination, *Value Schools* will provide the employee with his/her final paycheck, with all accrued and unused vacation time. The employee and his/her dependents may also have a right to continue group medical benefits temporarily under COBRA.

### **Layoffs/Reduction in Force**

Both at-will and contract employees may be laid-off if there is insufficient work for them to perform. The determination of insufficiency shall be made in the sole discretion of the Chief Executive Officer or an authorized delegate. The determination is not eligible for review under the grievance procedure.

### **Resignation**

Employees may resign by submitting a written letter of resignation. Unless otherwise specified by contract, employees should give at least two weeks' notice of resignation.

### **Anti Harassment Policy**

*Value Schools* is committed to maintaining a learning, working and living environment that is free from sexual and other unlawful harassment.

##### 1.14 Purpose of Policy

The purpose of this policy is to (1) familiarize all faculty, staff and students with the definition of sexual and other unlawful harassment and the forms it can take; (2) make clear that sexual and other unlawful harassment is prohibited and will be punished; (3) inform victims of the course of action they should take to report sexual and other unlawful harassment; and (4) clarify the rights of those accused of harassment.

#### 1.15 Scope of Policy

This policy applies to all students, administrators, faculty, staff, program participants and visitors. Persons, who are not employees, but perform work at *Value Schools* for its benefit (such as contractors and temporary employees), are also protected and required to abide by this policy.

#### 1.16 Definition of Harassment

- A. Harassment is defined as any conduct, on or off campus, directed toward an individual based on sex, sexual orientation, sexual identity, gender identity, race, religion, color, national origin, pregnancy, physical or mental disability, age, or any other basis protected by federal, state or local law that is sufficiently severe or pervasive to alter or interfere with an individual's work or academic performance, or that creates an intimidating, hostile or offensive, educational, work or living environment.
- B. Whether particular physical, non-verbal, or verbal conduct constitutes harassment in violation of this policy will depend upon all of the circumstances involved, the context in which the conduct occurred, and the frequency, severity, and pattern of the conduct. Conduct does not constitute harassment in violation of this policy unless it occurs based on a legally protected characteristic or trait and is sufficiently severe or pervasive to alter or interfere with an individual's work or academic performance, or that creates an intimidating, hostile or offensive educational, work or living environment. The fact that someone did not intend to harass an individual is no defense to a complaint of harassment. Regardless of intent, it is the effect and characteristics of the behavior that determine whether the conduct constitutes harassment. Conduct alleged to constitute harassment will be evaluated according to the objective standard of a reasonable person. Thus, conduct that is objectionable to some, but that is not severe or pervasive enough to create an objectively intimidating, hostile or offensive environment, is beyond the purview of this policy.
- C. Because sexual harassment has been more thoroughly defined in the law than harassment based upon other protected categories, the following definition of sexual harassment is included in this policy.

1. Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, or other unwelcome written, verbal or physical conduct of a sexual nature when:
  - (a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress; and/or
  - (b) Submission to or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; and/or
  - (c) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available or through the School; and/or
  - (d) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance or of creating an intimidating, hostile, or offensive work, educational or living environment.
  
2. Sexual harassment may occur between members of the same or opposite sex. Further, harassment based on a person's sex is not limited to instances involving sexual behavior. That is, harassment on the basis of sex may occur without sexual advances or sexual overtones when conduct is directed at individuals because of their sex. This is often referred to as sex or gender harassment and violates this policy.

#### 1.17 Forms of Harassment

Unlawful harassment can take many forms and will vary with the particular circumstances. Examples of harassment prohibited by this policy may include, but are not limited to: (1) verbal conduct such as epithets, derogatory jokes or comments, or slurs; (2) unwanted advances and/or propositions of a sexual nature including relationships which began as consensual but later ceased to be mutual wherein one party then harasses the other; (3) visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, or drawings not protected by policies on academic freedom and freedom of expression; (4) suggesting or implying that submission to or rejection of sexual advances will affect decisions regarding such matters as an individual's work assignment or status, salary, academic standing, grades, receipt of financial aid or letter of recommendation; (5) physical conduct including unnecessary and

unwanted touching, intentionally blocking normal movement, or assault including sexual assault and rape.

## 1.18 Procedures

### A. Informal Resolution Procedures

1. Individuals who believe they have been or may be the victim of sexual or other unlawful harassment (hereinafter “complainant”) may choose to avail themselves of informal resolution procedures. Use of these informal procedures is not a prerequisite to the filing of a complaint under the formal procedures described below.
2. Requests for assistance under these informal procedures may be oral or written and should usually be made as soon as possible after the most recent alleged act of sexual or other unlawful harassment. Such requests should be directed to Human Resources.
3. Requests for assistance under these informal procedures will be dealt with, to the greatest extent practical and possible, on a confidential basis and disclosure of their existence will be limited to those who, in the interests of fairness and problem resolution, have an immediate need to know or as legally required. If a person seeking assistance under these informal procedures requests that his or her name be withheld from the accused, *Value Schools* will honor the request, subject to its legal obligations to provide a safe and nondiscriminatory work and educational environment and such other legal obligations as may apply.
4. Upon receipt of a request for assistance under these informal procedures, the individual requesting assistance will be counseled on options for resolving the problem and about sources of further assistance.

### B. Formal Resolution Procedures

1. Individuals who believe they have been the victim of sexual or other unlawful harassment may file a formal complaint. Such a complaint will result in an investigation, the purpose of which shall be to determine whether a violation of this policy has occurred.

2. Formal complaints under this procedure should be directed to Human Resources or the Chief Executive Officer. The complaint must be in writing.

C. Respect for the Rights of the Complainant and Accused

*Value Schools* recognizes the sensitive nature of harassment and harassment complaints both for the complainant and the person(s) against whom the complaint is made. All parties to the complaint should treat the matter under investigation with discretion and respect for the reputation of all parties involved.

1.19 Discipline

Persons who violate this policy will be disciplined. The particular form of discipline will depend on the nature of the offense. Discipline may include but is not limited to verbal warnings; written warnings; suspension; or termination of employment.

1.20 Retaliation Prohibited

Retaliation against any individual for seeking assistance or bringing a harassment complaint through the processes described in this policy is strictly prohibited. Similarly, any person who participates or cooperates in any manner in an investigation or any other aspect of the process described herein shall not be retaliated against. Retaliation is itself a violation of this policy and is a serious separate offense.

1.21 False Accusations

Accusations of sexual and other unlawful harassment typically have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of harassment must be made in good faith and not out of malice. Knowingly making a false allegation of harassment, whether under the informal or formal procedures of this policy is itself a violation of this policy and a basis for disciplinary action up to and including dismissal/expulsion from the School or termination of employment. Failure to prove a claim of harassment is not the equivalent of a knowingly false accusation.

1.22 Responsibility

All employees are responsible for assuring that their conduct does not violate this policy. If administrators, managers, supervisors, or faculty members, know sexual or other unlawful harassment is occurring, receive a complaint of sexual or other unlawful harassment, or obtain other information indicating possible sexual or other unlawful harassment, they must take immediate steps to ensure that the matter is addressed. Failure to do so may result in legal liability. Administrators, managers and supervisors have the further responsibility of preventing and eliminating sexual or other unlawful harassment within the areas they supervise.



### 1.23 Additional Recourse

Sexual and other unlawful harassment is a violation of federal and state law. This policy is intended to supplement and not replace such laws. Whether or not the internal complaint procedures described in this policy are utilized, an employee who believes that s/he is the victim of sexual or other unlawful harassment may file a complaint with the California Department of Fair Employment and Housing, 611 W. 6th Street, Suite 1500, Los Angeles, California 90017, (213) 439-6799, or the United States Equal Employment Opportunity Commission, 255 East Temple Street, 4th Floor, Los Angeles, California 90012, (213) 894-1000. Persons who believe they are victims of sexual or other unlawful harassment should be aware that both state and federal law impose time deadlines for the filing of complaints and that the use of the internal complaint procedures described in this policy will not change such filing deadlines.

#### **School Personnel Matters**

### 1.24 Criminal Record Summary

No person having contact with minor students may be finally hired (BEGIN WORK) at a school until clearance notification has been received from the Department of Justice. This law specifically applies to all teachers and coaches who do not hold a valid California credential, to all classified personnel and volunteers and to all temporary and substitute personnel. Prospective employees who are currently licensed by some other California state agency that requires a criminal record summary need not obtain an additional summary for the school. However, the employee must present the license to prove clearance. In obtaining a clearance notification, the principal shall comply with all rules and regulations of the Justice Department.

To monitor for subsequent arrests after employment, the Principal shall

1. for credentialed teachers, regularly review the ALL POINTS BULLETIN sent monthly from the California Commission on Teaching Credentialing; and
2. for other employees, request and use the CONTRACT FOR SUBSEQUENT ARREST NOTIFICATION SERVICE from the Department of Justice.

### 1.25 Child Abuse Policy

The principal shall train its employees in child abuse identification and in compliance with child abuse reporting requirements. All school employees shall sign the Child Abuse Reporting Acknowledgment form at the time of their hiring. All employees shall again sign the Child Abuse Reporting Acknowledgment at the beginning of each school year. The signed copies shall be kept in the employee's personnel file. The form shall be prepared by the Chief Executive Officer.

California law requires that known or reasonably suspected incidents of child abuse be reported immediately, or as soon as practically possible, by telephone to a child protective agency by a childcare custodian or health practitioner.

- “Child abuse” includes physical injury inflicted on a child by other than accidental means, sexual exploitation or assault, and neglect.
- A “child” is any person under the age of eighteen.
- A “child care custodian” includes a teacher, a principal, a teacher’s aide, and the staff of an extended day care program.
- A “health practitioner” includes a social worker, a psychologist, a licensed nurse, and a marriage/family/child counselor.
- “Reasonable suspicion” means suspicion based upon facts that would cause a reasonable person in a like position, drawing on his or her training and experience, to suspect child abuse.
- A “child protective agency” is defined as a police or sheriff’s department, probation, or county welfare department. In Los Angeles County, for example, the appropriate child protective agency is either the Los Angeles County Department of Children’s Services or the law enforcement agency having jurisdiction over the area in which the abuse occurred. In most cases this would be in the area where the child resides.

A written report concerning the incident must be sent to the child protective agency within thirty-six hours after the initial telephone report.

In cases where the alleged child abuser is a school employee, a report shall also be made to the Chief Executive Officer or authorized delegate.

### **Tuberculosis Examination**

A tuberculosis examination is required for faculty, staff, and volunteers. Such an examination shall comply with section 49406 of the California Education Code.

### **School Personnel Policy Handbooks**

The Principal of the Charter School shall provide to each school employee a copy of the school’s personnel handbook upon hiring, revision of the handbook or the request of the employee.

### **Grievance Procedure**

The purpose of the Grievance Procedure is to provide employees the opportunity to grieve a violation of policy in the Value Schools' Personnel Policies (presented above).

1. Within fourteen calendar days of the date on which the matter that gives occasion to the grievance occurred, the employee shall request a meeting with his/her supervisor to discuss the complaint. The supervisor shall arrange to meet and discuss the complaint with the employee within seven calendar days of receiving the request.

2. If the employee does not find the matter resolved through this meeting, he/she may request in writing that his/her supervisor review the matter. The written request shall indicate both the nature of the complaint and the desired solution. The written request for a review shall be made within seven calendar days of the meeting described in #1. The supervisor shall have seven calendar days to review the matter and respond in writing with his/her decision to the employee.
3. If the employee does not find the matter resolved through this written proceeding, he/she may appeal the matter to the Chief Executive Officer of *Value Schools*. (The Chief Executive Officer may delegate another administrator to conduct the review. The administrator selected shall be impartial with respect to the parties to the dispute.) The appeal shall be in writing within seven calendar days of receiving the written decision of the supervisor. It shall indicate both the nature of the complaint and the desired solution. The Chief Executive Officer or an authorized delegate shall use whatever procedures he/she deems most appropriate to review the grievance; these procedures may or may not include a meeting with the employee or supervisor, the gathering of information from witnesses and the review of documents. The Chief Executive Officer or an authorized delegate shall have fourteen calendar days to review the matter and respond in writing.
4. The decision of the Chief Executive Officer or an authorized delegate is final and binding.
5. The timelines at any stage may be extended by mutual agreement of the parties specified.
6. In the event the supervisor is the Chief Executive Officer, there is no appeal after the second stage.

### **Credential Documents**

All teachers are Value Schools K-8 #2 shall meet all requirements for employment set forth in applicable provisions of law. The charter school will conform to the legal requirement that all charter school teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The principal of Value Schools K-8 #2 shall insure that all teachers are appropriately credentialed and maintain a file of the current teaching credentials and make them available for inspection to parties who have authority to review them.

### **Teacher Recruitment**

Value Schools K-8 #2 will employ only teachers and paraprofessionals who meet the NCLB standard of “highly qualified.” Value Schools K-8 #2 shall also notify parents of those teachers who may not meet the standard of “highly qualified” as required by NCLB.

## Value Schools Hiring Protocol

Approved by CEO, 14 March 2011

### Preamble

In addition to the policies specified in the Personnel Policies of *Value Schools*, administrators charged with the responsibility for hiring shall follow these procedures.

### Procedures

#### A. Review of required qualifications

The qualifications of the candidate must be examined to insure that minimum qualifications for academic preparation and experience have been met. The interview of the candidate and the questioning of references shall be used to verify the candidate's acceptance of the five core values of *Value Schools*. Before final approval for hiring is given, there must be verification of employment eligibility, criminal record survey and tuberculosis screening (where required) and any other requirement of local, state or federal law.

#### B. Interview

The interview will be used to ascertain in a candidate's qualifications and eligibility for the position.

#### C. Check of references

The hiring administrator should personally interview at least one, and preferably two or more, references by telephone. The interview of the references should attempt to gather information on the same criteria presented above in the interview of the candidate. The references interviewed should be persons likely to be able to assess the candidate on the criteria presented above; these may or may not be persons listed by the candidate. Whether listed or not by the candidate, the candidate's current employer (or, if that is not possible for some legitimate reason, the immediately preceding employer) must be one of the references interviewed.

#### D. Signed statement of completion of the protocol

After a determination has been made to employ a person, the hiring agent shall prepare the following statement:

"I have substantially followed the protocol. I have reviewed the results of the criminal background check and the TB requirement. I have deemed [Applicant's Name] eligible for employment."

The summary and statement shall be signed and dated by the hiring administrator. The signed summary and statement shall be kept with the personnel records of the candidate, placed in the school's criminal background file, and filed with CEO (or authorized delegate) of *Value Schools*.

### Value Schools Job Descriptions

## **Job Description for Position of Principal**

### **General Responsibility**

The principal provides overall leadership, direction and management to a school community in accord with the policies and practices of *Value Schools*.

### **Supervision**

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

### **Specific Duties**

1. Hires, supervises and evaluates the teachers and other school personnel; subject to the policies of *Value Schools* governing the qualification for employees and the personnel practices—including teacher evaluation based on student achievement.
2. Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students; with the advice and assistance of the faculty and subject to the curriculum standards and program assessment for *Value Schools*.
3. Administers the admission of students to the school, including the student orientation and parent induction (described later), makes major student disciplinary decisions, supervises the grading of student performance and makes student placement decisions; with the advice and assistance of the faculty.
4. Supervises the maintenance and repair of the materials, equipment and school facilities and property; makes recommendations for facilities improvements. The faculty is invited to offer suggestions for facilities improvements.
5. Assist the Value Schools CEO in preparing the school budget according the budget preparation guidelines for *Value Schools* and makes or approves all financial decisions necessary to implement the approved budget plan. The faculty is invited to make suggestions in the preparation of the budget.
6. Chairs the School Site Council and provides it staff support.
7. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
8. Acts as a role model of the five core values of *Value Schools*.
9. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.
12. Adheres to all the policies and practice of the school and of *Value Schools*.
13. Carries out other such duties and responsibilities as may be assigned by the chief executive officer (or authorized delegate) to achieve the goals of *Value Schools*.

### **Required Qualifications**

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

- a.) on-the-job training by having been a vice-principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school or
  - b.) graduate level education in a program designed to prepare for leadership in private or parochial school.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
  5. Fluency in the English language.
  6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Five years successful experience as a principal of a private, parochial or site-base-managed public school.
2. Academic preparation through graduate level education in a program designed to prepare for leadership in private or parochial school.
3. Fluency in the native language of the Charter School's students other than English.

**Job Description for Position of  
Assistant Principal**

**General Responsibility**

The assistant principal is responsible for assisting the principal by performing some of the duties of the principal in accord with the policies and practices of *Value Schools*. The assistant principal may also be assigned teaching responsibilities.

**Supervision**

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

**Specific Duties**

1. Performs certain specific duties of the principal that are assigned by the principal.
2. Gives assistance to the principal in undertaking certain activities of the specific duties of the principal.
3. Represents the principal to the faculty, staff, parents and students in the absence of the principal.
4. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
5. Acts as a role model of the five core values of *Value Schools*.
6. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
7. Ensures the health, safety and welfare of students and other faculty and staff.
8. Holds confidential matters with appropriate confidentiality.

9. Adheres to all the policies and practice of the school and of *Value Schools*.

### **Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.
2. A master's degree or California teaching credential. (If the assistant principal is assigned any teaching responsibilities, the assistant principal must have the appropriate teaching credential for those responsibilities.)
3. Five years successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

### **Desired Qualifications**

1. Experience working in one of the *Value Schools*.
2. Preparation by experience or education to be a principal in one of the *Value Schools*.
3. Fluency in the native language of the students other than English.

## **Job Description for the Position of Dean of Students**

### **General Responsibility**

The Dean of Students is responsible for maintaining order in the school community.

### **Supervision**

The Dean of Students is supervised by the principal and is directly responsible to the principal.

### **Specific Duties**

1. Performs certain specific duties of the principal that are assigned by the principal.
2. Gives assistance to the principal in undertaking certain activities of the specific duties of the principal.
3. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
4. Acts as a role model of the five core values of *Value Schools*.
5. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
6. Ensures the health, safety and welfare of students and other faculty and staff.
7. Holds confidential matters with appropriate confidentiality.
8. Adheres to all the policies and practice of the school and of *Value Schools*.
9. Works with faculty and staff to:
  - a. In creating classroom discipline procedures,
  - b. Observe classroom management,



- c. Organize meetings with parents and students,
  - d. Update emergency procedures in classroom and school,
  - e. Help develop sound relationships with students,
  - f. Assure that students are demonstrating the values of the school.
10. Work with students to:
- a. Mend and maintain relationships with teachers, students and parents,
  - b. Assist them with their behavior in the classroom,
  - c. Hold them accountable for their actions,
  - d. Develop to their fullest potential,
  - e. Work with our counseling services,
  - f. Understand the need to be at school on time.
11. Work with parents to:
- Emphasize the importance of academic excellence,
  - Encourage their parental role in their student’s life,
  - Create the safe and learning environment at home,
  - Solve student’s behavioral issues in the classroom,
  - Help reinforce the five Values of the school.

**Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.
2. A bachelor’s degree or California teaching credential.
3. Five years successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Experience working in one of the *Value Schools*.
2. Preparation by experience or education to be a principal in one of the *Value Schools*.
3. Fluency in the native language of the charter school students other than English.

**Job Description for Position of  
Teacher—Essential Subjects**

**General Responsibility**

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

**Supervision**

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

**Specific Duties**

1. Prepares and delivers instruction (presentations, activities, investigations, projects, discussions and so forth) that is designed to help students acquire one or more of the

curriculum content items specified in the California curriculum standards (or, in the absence of California curriculum standards, the curriculum content standards approved by the chief executive officer of *Value Schools*).

2. Monitors student acquisition of the content items by formal and informal means; these include orally questioning students, preparing tests or other assessment tools, utilizing publisher produced tests and assessment tools, reviewing and correcting student assignments, and so forth.
3. Supervises students, encouraging responsible student behavior, providing direction for responsible behavior where needed and otherwise caring for the well-being of each student and for good order of the learning environment; this is done both in regular classroom settings, at times of student meals and recreational breaks, during approved school field trips, and for any other period that may be assigned by the principal.
4. Reports student progress in acquiring curriculum content items and responsible behavior on such forms or in such a manner as specified by the principal; this reporting is done both to the principal and to parents.
5. Maintains an environment that is conducive to learning; this is to be done by caring for a learning area that is assigned to the teacher by the principal and decorating it with instructional aids and student work, by caring for a learning space that may be temporarily used by the teacher but assigned to another person, and by helping to maintain the general appearance of all school facilities.
6. Participates in school planning, budgeting and decision making with the principal through meetings, reviews of curricula and instructional materials, the preparation of reports or any other means that may be assigned by the principal.
7. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.
8. Responds promptly to inquiries from parents and provides promptly to parents any special information about student performance or behavior that will help a student better meet the school's performance standards.
9. Attends such parent, community and professional meetings that in the opinion of the principal are necessary for teacher attendance.
10. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
11. Acts as a role model of the five core values of *Value Schools*.
12. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of the school and of *Value Schools*.
16. Performs other duties that may be assigned by the principal that further the goals of the school.

### **Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the credential required by the Commission on Teacher Credentialing for the position and is "highly qualified: as defined by No Child Left Behind.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

### **Desired Qualifications**

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

## **Job Description for Position of Teacher—Special Education**

### **General Responsibility**

A special area teacher is responsible for facilitating student learning by providing a special educational service that supplements the work of the core teachers in accord with the policies and practices of *Value Schools*. Special education teachers, remedial specialists, speech therapist, librarians, school counselors and so forth are all special area teachers.

### **Supervision**

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

### **Specific Duties**

1. Determines specialized needs of the students through consultation with one or more of the core teachers and the principal and through appropriate assessment procedures.
2. Prepares and delivers instruction (presentations, activities, investigations, projects, discussions and so forth) that is designed to help students acquire the curriculum content determined through consultation or assessment.
3. Monitors student acquisition of the content items by formal and informal means; these include oral questioning of students, preparing tests or other assessment tools, utilizing publisher produced tests and assessment tools, reviewing and correcting student assignments, and so forth.
4. Supervises students, encouraging responsible student behavior, providing direction for responsible behavior where needed and otherwise caring for the well-being of each

student and for good order of the learning environment; this is done both in regular classroom settings, at times of student meals and recreational breaks, during approved school field trips, and for any other period that may be assigned by the principal.

5. Reports student progress in acquiring curriculum content items and responsible behavior on such forms or in such a manner as specified by the principal; this reporting is done to one or more of the core teachers and also to the principal and to parents.
6. Maintains an environment that is conducive to learning; this is to be done by caring for a learning area that is assigned to the teacher by the principal and decorating it with instructional aids and student work, by caring for a learning space that may be temporarily used by the teacher but assigned to another person, and by helping to maintain the general appearance of all school facilities.
7. Participates in school planning, budgeting and decision making with the principal through meetings, reviews of curricula and instructional materials, the preparation of reports or any other means that may be assigned by the principal.
8. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.
9. Responds promptly to inquiries from parents and provides promptly to parents any special information about student performance or behavior that will help students better meet the school's performance standards.
10. Attends such parent, community and professional meetings that in the opinion of the principal are necessary for teacher attendance.
11. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
12. Acts as a role model of the five core values of *Value Schools*.
13. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
14. Ensures the health, safety and welfare of students and other faculty and staff.
15. Holds confidential matters with appropriate confidentiality.
16. Adheres to all the policies and practice of the school and of *Value Schools*
17. Performs other duties that may be assigned by the principal that further the goals of the school.

### **Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the credential required by the Commission on Teacher Credentialing for the position and is "highly qualified: as defined by No Child Left Behind.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

### **Desired Qualifications**

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

## **Job Description for Position of Substitute Teacher**

### **General Responsibility**

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

### **Supervision**

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

### **Specific Duties**

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

### **Required Qualifications**

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

2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the credential required by the Commission on Teacher Credentialing for the position and is "highly qualified: as defined by No Child Left Behind.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

### **Desired Qualifications**

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

## **Job Description for Position of Teacher Aide**

### **General Responsibility**

A teacher aide assists a core teacher or special area teacher in the performance of that person's responsibilities in accord with the policies and practices of *Value Schools*.

### **Supervision**

A teacher aide is supervised by the teacher or teachers to whom the teacher aide is assigned and is responsible to that teacher(s). The principal of the school (or another administrator) also exercises general supervision of the teacher aide.

### **Specific Duties**

1. Guides students in learning activities under the direction of the teacher.
2. Provides supervision of students along with the teacher and, at times, independently of the teacher.
3. Assists the teacher in maintaining an environment that is conducive to learning, and helps to maintain the general appearance of all school facilities.
4. Reviews student work under the supervision of the teacher.
5. Arranges furnishings, materials and equipment.
6. Does printing, copying and mailing as needed to support the teacher.
7. Reports on student learning and behavior to the teacher as is necessary.
8. Meets with parents, along with the teacher, if needed to support student performance.
9. Attends such parent, community and professional meetings that in the opinion of the principal are necessary for teacher attendance.

10. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
11. Acts as a role model of the five core values of Value Schools.
12. Supports the philosophy and goals of the school and the mission and goals of Value Schools.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of the school and of Value Schools.
16. Performs other duties that may be assigned by the principal that further the goals of the school.

**Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.
2. Sixty semester units or ninety quarter units of college level course.
3. Is “highly qualified” as defined by No Child Left Behind.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. A bachelor’s degree or some college experience.
2. Experience in working with children.
3. Fluency in the native language of the students other than English.

**Job Description for Position of  
School Secretary**

**General Responsibility**

A secretary provides clerical and staff support to principals and to others on the school faculty and staff.

**Supervision**

The secretary is supervised by the principal or by a staff person assigned by the principal to perform the function; the secretary is responsible to the principal or assigned staff person.

**Specific Duties**

1. Performs clerical functions of word processing, data entry, filing, mailing, telephone calling and answering, scheduling of events, arrangements for meetings and appointments and so forth.
2. Performs receptionist duties of greeting visitors, answering general inquires about the school, observing the comings and goings of persons on school premises.
3. Assists in the preparation of reports and school records (attendance, fire drills, inspections, employee work hours, and so forth).
4. Calls parents of absent students or parents in cases of special needs.
5. Manages projects as assigned by the principal.
6. Helps with certain bookkeeping and financial management functions.
7. Makes purchases of office and certain school supplies.
8. Admits tardy students and records their entry into the school.
9. Acts as liaison with health professionals and other community agents.
10. Supports teachers as may be necessary in arranging field trips, duplication of materials and ordering of instructional supplies.
11. Attends staff meetings as scheduled by the principal.
12. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
13. Acts as a role model of the five core values of *Value Schools*.
14. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
15. Ensures the health, safety and welfare of students and other faculty and staff.
16. Holds confidential matters with appropriate confidentiality.
17. Adheres to all the policies and practice of the school and of *Value Schools*.
18. Performs other duties that may be assigned by the principal that further the goals of the school.

### **Required Qualifications**

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



questions; to arrange furniture, equipment and materials in classrooms and other school settings.

### **Desired Qualifications**

1. Experience of three or more years in a secretarial position.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. One or more complete semester of college.
4. Knowledge of basic spreadsheet functions.
5. Fluency in a native language of the students other than English.

### **Job Description for Position of School Custodian**

#### **General Responsibility**

A custodian is responsible for cleaning the school building and grounds and keeping the appearance of the facilities in good order.

#### **Supervision**

The custodian is supervised by the principal or by a staff person assigned by the principal to perform the function; the custodian is responsible to the principal or assigned staff person.

#### **Specific Duties**

1. Cleans regularly and routinely all areas of the building.
2. Ensures that the exterior of the building and grounds are in good order.
3. Prepares for the principal a schedule for the cleaning of the building.
4. Assists faculty and staff in the maintaining the good appearance of their work areas.
5. Cleans facilities on evenings or weekends as may be needed to accommodate school activities.
6. Purchases cleaning and other school supplies.
7. Attends staff meetings as scheduled by the principal.
8. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
9. Acts as a role model of the five core values of *Value Schools*.
10. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
11. Ensures the health, safety and welfare of students and other faculty and staff.
12. Holds confidential matters with appropriate confidentiality.
13. Adheres to all the policies and practice of the school and of *Value Schools*.
14. Performs other duties that may be assigned by the principal that further the goals of the school.

**Required Qualifications**

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

**Desired Qualifications**

1. Experience of three or more years in a custodial position.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Fluency in a native language of the students other than English.

**Job Description for Position of  
School Facilities Maintenance Worker**

**General Responsibility**

A school facilities maintenance worker is responsible for the building systems in good working order.

**Supervision**

The school facilities maintenance worker is supervised by the principal or by a staff person assigned by the principal to perform the function; the school facilities maintenance worker is responsible to the principal or assigned staff person.

**Specific Duties**

1. Inspects, maintains and repairs building systems (electrical, plumbing, HVAC, and so forth) either directly or by arranging for the inspection, repair and maintenance.
2. Prepares for the principal a schedule of inspections and maintenance.
3. Identifies, screens, and assists in the selection of maintenance and repair services.
4. Makes purchases of supplies and equipment.
5. Performs one or more of the duties of a school custodian.
6. Attends staff meetings as scheduled by the principal.
7. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
8. Acts as a role model of the five core values of *Value Schools*.

9. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.
12. Adheres to all the policies and practice of the school and of *Value Schools*.
13. Performs other duties that may be assigned by the principal that further the goals of the school.

### **Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.
2. High school diploma.
3. Experience as a tradesperson or apprentice in at least one area of building systems or has three years experience in facilities maintenance.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.

Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings;.

### **Desired Qualifications**

1. Holds a license in one or more of the areas of building systems.
2. Has three or more years experience in facilities maintenance.
3. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
4. Fluency in a native language of the students other than English.

## **Job Description for Position of Business Officer**

### **General Responsibility**

The Business Officer is responsible for assisting the chief executive officer of *Value Schools* and the principals in managing financial operations and keeping and reporting financial records.

### **Supervision**

The Business Officer is supervised by the chief executive officer of *Value Schools*.

### **Specific Duties-Financial**

1. prepares all checks for signature by an authorized person,
2. maintains files of auditable financial records,
3. records into journals and ledgers,

4. balances the accounts.
5. reconciles bank statements,
6. prepares financial reports,
7. handles insurance issues
8. advises the principals and chief executive officer on the implementation of budgets,
9. assists the external auditor in preparation of annual audits
10. performs other related duties as may be assigned by the chief executive officer of *Value Schools*.

### **Specific Duties-Human Resources**

1. Maintains employee files
2. Manages benefits programs
3. Assists the principals with the preparation of payroll records
4. Works with payroll services for employee payrolls
5. Handles payroll tax deposits and tax reporting
6. Monitors vacations and leaves

### **Required Qualifications**

A degree or certificate in bookkeeping from an accredited post-secondary school

### **Desired Qualifications**

Successful on the job experience in the employ of a certified public accountant or accounting firm

## **Job Description for the Position Technology System Administrator**

### **General Responsibilities**

The Technology Systems Administrator is responsible for The Value School's network infrastructure, problem resolution, connectivity, and information security. This position also provides on-the-ground IT support for end-users on a rotating basis, and assists with the troubleshooting and designing of end-user technology. This position will work alongside Value School's current IT vendor.

### **Supervision**

The Technology System Administrator will report to the Value Schools Business Officer, and will be accountable to the principals and teachers at our schools.

### **Specific Duties**

#### ***A. Help Desk and Project Management***

- First responder to help desk tickets and dispatches/ensures follow-up by on-site technicians as needed
- Ensure problems are dealt with in a timely manner, assisting staff at either site as quickly as possible
- Ensures all critical outages and issues are dealt with quickly and efficiently, escalating as needed to the Business Manager

- Ensures excellent user support for computers, printers, shared drives, servers, classroom A/V equipment, computer labs, and other systems
- Assists in implementing and maintaining a desktop/laptop maintenance program that includes the following regular tasks: Windows updates; Antivirus updates; Disk maintenance, including disk checks and defragmentation; Network printer installation and support; Imaging and setup computers for staff and students
- Supports school staff to provide one-on-one training and technical support for a growing network of staff members

***B. Technology Infrastructure***

- Provide Active Directory account management; remote mailbox management
- Ensures the uptime of all wired and wireless network equipment
- Administers and troubleshoots wireless access points installed at all sites
- Manage all laptop/desktop imaging including image upgrades
- Managing and monitoring computer inventory
- Assists in the installation of information technology equipment and infrastructure at school sites
- Provides tier two technical support for LAN, PCs, and printers
- Engages in moderate physical activity as needed for moving technology equipment
- Configures file and shared folder permissions as requested

***C. Support with General Value Schools ‘ IT Efforts***

- Helps ensure smooth integration of new technologies into Value School’s IT environment
- Responds to other requests and projects as needed
- Serve as a full-time and engaged member of Value School’s staff, including participating in staff meetings, school celebrations, assisting with student enrichment activities, and working with other staff members to ensure fulfillment of Value School’s mission.
- Help model an environment of instruction and inclusion by taking clients “where they are” in terms of their technical expertise, rather than keeping staff or students at a distance with the use of technical jargon

***D. Technologies to Support***

- IP, DNS, WINS and DHCP
- Windows XP Professional, Windows 7, Mac OSX and Windows Server 2003/2008
- Experience with PowerSchool, Data Director and Teleparent are preferred
- MS Office suite of applications
- Website maintenance
- Basic hardware repairs and troubleshooting for Laptops and Desktops, printers, and other computer related peripherals
- Switches and routers
- Instructional technologies including SMART boards, projectors and various web-based software

- IPADS
- 802.11G and N wireless

## **Requirements**

### ***Knowledge and Mindset***

- Ability to manage the ambiguity and multiple priorities inherent in an educational environment
- Acute attention to detail
- Ability to work both independently and collaboratively
- Unquestioned integrity and commitment to Value Schools' mission
- A passion for education and a desire to help Value Schools grow
- Flexibility, tenacity, high quality work, resourcefulness, teamwork, and a sense of humor
- Strong customer service skills
- Strong oral and written communication skills
- Eagerness and ability to learn new software applications and technologies quickly
- Interest in performing a critical support role while learning in a fast-paced environment
- Must be able to lift 40 lbs

### ***Credentials***

- BS/BA required, technical major preferred but not required
- 2+ years of technical support experience in an IT project management or support role, or equivalent education and experience, is a plus.

## **District Required Language**

Value Schools K-8 #2 believes that all persons are entitled to equal employment opportunity. Value Schools K-8 #2 shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, up- grading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## Element 6: Health and Safety

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.”*

*Ed. Code § 47605 (b)(5)(F)*

### Health & Safety

Value Schools K-8 #2 has a full program to ensure the health and safety of its students, as well as its staff, the parents and others who may be in the school building, consistent with policies on health and safety of *Value Schools*. These policies cover the following areas:

1. Compliance with federal, state and local laws requiring health and safety, including but not limited to building codes, fire codes, and occupational safety laws.
2. Supervision of students.
3. Prevention of injury.
4. Prevention of property loss, including fire prevention and threats of vandalism, theft and water damage.
5. Emergency preparedness for fire, medical emergency, earthquake, flooding, bomb threat, and violence or criminal activity or police action around the school.

### Value Schools Policy on Health and Safety

Approved by Board of Directors 16 May 2001

(The following is a policy of Value Schools and the terms “Value Schools,” the “schools,” and the “school” used herein mean the Charter School.)

1. Compliance with Federal, State and Local Laws  
Each school or other facility that is owned or leased by *Value Schools* shall comply with all laws regarding health and safety including, but not limited to, building codes, fire codes, and OSHA and Cal-OSHA requirements.
2. Supervision of Students
  - 2.1 Each principal shall ensure that students are adequately supervised at all times while in a facility that is owned or leased by *Value Schools* or participating in a school sponsored activity.
  - 2.2 “Adequate supervision” means
    - 2.2.1 There are a sufficient number of persons who can simultaneously observe students at all times, direct students to avoid hazards and assist a student(s) who may become ill or injured.
    - 2.2.2 The persons providing supervision have the abilities (e.g. physical, psychological, etc.) to observe students at all times, to direct students to avoid hazards and to assist a student(s) who may become ill or injured.
    - 2.2.3 The persons providing supervision have received training or instructions to observe students at all times, to direct students to avoid hazards and to assist a student(s) who may become ill or injured.
    - 2.2.4 The persons providing supervision take reasonable action to prevent

injury to students.

2.3 Each principal shall periodically observe and evaluate persons who supervise students regarding the manner and quality of their supervision of students.

### 3. Prevention of Illness and Injury

3.1 Each school operated by *Value Schools* shall have a program to prevent illness and injury.

3.2 This prevention program shall be consistent with directives for the prevention of illness and injury that are prepared by the chief executive officer or authorized delegate and have been reviewed by the company(ies) providing insurance to *Value Schools*.

3.3 This prevention program shall include these areas

- Communicable diseases
- Fire prevention and maintenance of fire safety equipment
- Elimination of physical obstacles and hazards
- Playground safety
- Attractive nuisances
- Equipment operating safety
- Hazardous materials

### 4. Prevention of Property Loss

4.1 Each school operated by *Value Schools* shall have program to prevent loss of property.

4.2 This prevention program shall be consistent with directives for the prevention of property loss that are prepared by the chief executive officer or authorized delegate and have been reviewed by the company (ies) providing insurance to *Value Schools*.

4.3 This prevention program shall include these areas

- Fire
- Water damage
- Theft
- Vandalism

### 5. Emergency Preparedness

5.1 Each school operated by *Value Schools* shall have a written emergency preparedness plan in each of the following areas:

- Fire
- Medical Emergency



- Earthquake
  - Flooding from internal and external water sources
  - Bomb Threat
  - Violence, criminal activity, and police actions occurring in the neighborhood of the school.
- 5.2 The written emergency preparedness plans shall include, where appropriate, the following items:
- Assignment of specific duties to specific individuals, including back-up assignments.
  - Manner in which emergencies will be reported to proper authorities to ensure prompt responses.
  - Arrangements for telephone service in the event of power failure.
  - Warning announcements to students, faculty and others.
  - Evacuation routes and plans for their prompt, safe and efficient use.
  - Plan for first aid and medical assistance, including CPR.
  - Procedures for shutting off utilities
  - Plan to protect property from loss or theft to the extent possible.
- 5.3 In order to prepare for an emergency each school shall take the following actions:
- Instructing students, faculty and staff in emergency procedure.
  - Performing periodic drills, especially fire drills.
  - Keeping close contact with local fire department, including familiarizing the fire department with any unusual hazards or situations (e.g. students with physical disabilities).
  - Posting in prominent places instructions for “What to Do in an Emergency,” including emergency telephone numbers.
  - Regular inspection and testing of emergency equipment, especially alarm systems.
  - Learning how, where and when to report claims for injury and property loss.

Faculty and staff shall be annually trained in those parts of the safety plan that are applicable to their functions in the school. The safety plan will be periodically updated and copy kept on file at the school for public inspection.

### **Requirements for teachers**

Value Schools K-8 #2 will require each employee of the school to furnish the school with a criminal record summary as described in EC Section 44327. In addition the Charter School will require its employees to be examined for tuberculosis in the manner described in EC Section 49406

### **Requirements for students**

The Charter School will require the immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

The charter school will provide vision, hearing, and scoliosis screening to students to the same extent as would be required if its students attended a non-charter public school.

### **Facilities**

The building chosen to house the school will be has been renovated for school use, ensuring that it meets the building codes of the City of Los Angeles, federal Americans with Disabilities Act access requirements, and other applicable fire, health and structural safety requirements. The building will have been issued a Certificate of Occupancy for use as a school by the City of Los Angeles. The school will make available upon request such documents as may have been provided by government agencies verifying that these requirements have been met.

### **Administration of Medication to Students**

Value Schools K-8 #2 prohibits the administration of any medication (prescription and over-the-counter) to students except in the following circumstance and in the following manner:

1. the parent/guardian requesting the administration of medication provides the school with a written certification from the student's doctor that clearly identifies the name of the medication, the dosage and timing of the administration;
2. the medication is delivered by the parent/guardian to the school's administrative office and is kept only in that office;
3. the medication is administered only by the school secretary or in that person's absence by another staff member specifically designated by the principal to administer the medication;
4. in the situation that the physician has prescribed an asthma inhaler the student may keep the inhaler and self-administer;
5. in the situation that the physician has prescribed an "epipen", the "epipac" is kept by the classroom teacher and administered by the teacher if needed;
6. the teacher must be trained in the administration of the medication and the instrument;
7. when a student who is taking medication goes on field trip, his/her medication is brought along and administered by the accompanying classroom teacher (who has been trained in the administration of the medication).

### **District Required Language**

#### **Insurance Requirements**

No coverage shall be provided to Value Schools K-8 #2 by the District under any of the District's self-insured programs or commercial insurance policies. Value Schools K-8 #2 shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Value Schools K-8 #2 from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Value Schools K-8 #2's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Value Schools K-8 #2's insurance shall be primary despite any conflicting provisions in Value Schools K-8 #2's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Value Schools K-8 #2 from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Value Schools K-8 #2 does not operate a student bus service. If Value Schools K-8 #2 provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by Value Schools K-8 #2 to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Value Schools K-8 #2's insurance shall be primary despite any conflicting provisions in Value Schools K-8 #2's policy.*

### **Evidence of Insurance**

Value Schools K-8 #2 shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Value Schools K-8 #2 deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Value Schools K-8 #2.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Value Schools K-8 #2 does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. Value Schools K-8 #2 further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Value Schools K-8 #2, and their officers, directors, employees or volunteers. Moreover, Value Schools K-8 #2 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Health, Safety and Emergency Plan**

Value Schools K-8 #2 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of Value Schools K-8 #2. Value Schools K-8 #2 will ensure that staff

has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

**FERPA**

Value Schools K-8 #2, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Criminal Background Checks and Fingerprinting**

Value Schools K-8 #2 shall require all employees of Value Schools K-8 #2, and all volunteers who will be performing services that are not under the direct supervision of a Value Schools K-8 #2 employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Value Schools K-8 #2 will maintain on file and available for inspection evidence that Value Schools K-8 #2 has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Value Schools K-8 #2 shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

## **Element 7: Racial and Ethnic Balance**

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

### **General Policy Statement**

Notwithstanding other statements, assurances and certifications that may appear in this charter petition, Value Schools K-8 #2 in admitting students to the school will follow California law and the requirements and procedures presented in Element 8.

### **Achieving racial-ethnic balance**

Because most of the students who attend Value Schools K-8 #2 will most likely live in nearby neighborhoods and these neighborhoods are mostly Hispanic, the school will have a disproportionately high number of Hispanic students compared to district-wide percentages, but will be demographically almost identical to traditional public schools in the neighborhood. However, the school will continue to prepare recruitment literature in English, as well as Spanish, to demonstrate an outreach to African-American, Asian, Caucasian, and other students. Value Schools K-8 #2 will conduct outreach to community organizations and middle schools during the late fall and winter to attract additional ethnic groups.

When non-Latino families inquire about the school, the administration will make every effort to encourage them to enroll their children. In addition Value Schools K-8 #2 will look to nearby neighborhoods, community centers, local parks, other charter middle schools, and local businesses that may have racial/ethnic populations other than Hispanic and actively recruit in those neighborhoods.

The school will research community organizations and enlist their support in recruiting a diverse student population. The immediate organizations to be contacted will be located in Koreatown, Silver Lake, and East Hollywood. The organizations will be provided with brochures in multiple languages to disseminate to their families. The organizations will be asked to invite their eighth grade students and their parents to an open-house at Value Schools K-8 #2 to be held in late Fall each year. The school will also research pre-schools in Koreatown and disseminate flyers to those pre-schools. The school will contact non-charter public middle schools serving in Koreatown and ask the school to disseminate flyers to their 7<sup>th</sup> and 8<sup>th</sup> grade students to encourage enrollment. The non-charter middle school will be asked at their discretion to allow representatives from Value Schools K-8 #2 to address a parent meeting at least once a year to recruit students for Value Schools K-8 #2.

### **District Required Language**

#### **Court-ordered Integration**

Value Schools K-8 #2 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a

written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal

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

### **No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and Value Schools K-8 #2 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). Value Schools K-8 #2 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Value Schools K-8 #2 shall have the right to continue attending Value Schools K-8 #2 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Value Schools K-8 #2 shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

Value Schools K-8 #2 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Value Schools K-8 #2. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Value Schools K-8 #2. Value Schools K-8 #2 will make reasonable efforts to invite and encourage the participation of the parents of NCLB- PSC students in the activities and meetings at Value Schools K-8 #2.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Value Schools K-8 #2 under the NCLB-PSC program increases in subsequent years, Value Schools K-8 #2 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Value Schools K-8 #2.

### **Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Value Schools K-8 #2 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs.

Value Schools K-8 #2 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Value Schools K-8 #2 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

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

Value Schools K-8 #2 also understands that as part of its oversight of Value Schools K-8 #2, the District may conduct program review of federal and state compliance issues.



## **Element 8: Admission Requirements**

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

### **Admission Policy**

Value Schools K-8 #2 shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race, 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.

### **Admissions requirements**

The requirements for admission to Value Schools K-8 #2 are as follows:

1. The student must be a resident of the state of California.
2. The student must be eligible to enter Kindergarten (or Transitional Kindergarten).
3. The student must not have completed the eighth

### **Admission preferences and selection**

In the event that there are more children seeking enrollment in Value Schools K-8 #2 than there is space available, the school will give preference in the public random lottery to the following applicants:

1. Students living within LAUSD boundaries,
2. The siblings of children currently enrolled in the school are exempt from the lottery
3. The siblings of students enrolled at another Value School
4. The children of employees of a Value School up to 10% of enrollment

### **Admissions process**

1. Parents who are seeking to enroll a student in the school submit a lottery application. These lottery applications are available all during the school year for the following school year.
2. The lottery application will ask for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would give preference to the application (e.g. sibling of a student currently enrolled in the school).
3. On or about January 15th parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say “yes,” or fail to return the form, those students are counted as returning.
4. The school calculates the available seats at each grade level, reserving two seats or more in the primary grades for students who may be retained.
5. A lottery date is set for the second Thursday in February each year at 8:00 AM.
6. If the number of applicants at any grade level does not exceed the available seats on the lottery date, all the applicants are accepted and the number of available seats is recalculated.
7. If the number of applicants at any grade level exceeds the available seats, the school reviews the applications to first determine if any student is on the preference list presented above. If there are students on the preference list and the number of students do not exceed the available seats at a given grade level, all those students are

- accepted and the number of available seats is recalculated.
8. If the number of applicants on the preference lists exceeds the available seats on the lottery date, a lottery is conducted by the school administration by randomly drawing names of only the applicants on the preference list. Those names drawn first are accepted for admission and the other applicants on the preference list are placed on the waiting list in the order their names are drawn.
  9. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order that they are received.
  10. Only after a student has been accepted in the school will the family be asked to complete a standard application form. The standard form will ask about all the information the school requires for its student information system.

### **Public notice of admissions process**

1. All applicants to Value Schools K-8 #2 will be given a written description of the rules governing the admissions process at the time they submit an application for admission to the school.
2. The dates and times of all lotteries will be posted in a prominent place near the entrance to the school most commonly used by the public.
3. The lotteries will be conducted in a public space on the school's campus by the principal or the principal's delegate.

### **Notice to those admitted and to those on the waiting list**

1. Those selected for admission are notified by telephone call from the school secretary. If the secretary is unable to talk to the parent, the secretary will leave a message asking the parent to call to establish an appointment. If the parent fails to call within two days, that student loses his/her place and goes to end of the waiting list.
2. At the time of the call an appointment is scheduled for the parent to complete the admissions process. If the parent fails to come for appointment and does not reschedule, that student loses his/her place and goes to the end of the waiting list. Appropriate accommodations will be made for working parents.
3. Within twenty-four hours after the lottery, names of those selected by lottery are posted in the same location as the notice of the lottery.
4. Those on the waiting list are notified by the school secretary by letter and told of their position on the waiting list.
5. However, if a parent is applying after the lottery and all seats for a given grade have been taken, the parent is orally notified at the time of obtaining the application form that the student has been given the next number on a waiting list.
6. If a seat becomes available at a later date, the school secretary calls the next person on the waiting list to establish an appointment for the parent induction. If that parent indicates that he/she is no longer interested, the next person on the waiting list is contacted.

### **Lottery records**

Value Schools K-8 #2 shall maintain in the student personnel files of students admitted to the school a record of how they were selected for admission (e.g. a sibling of a current student or lottery) for as long as the student continues in enrollment at the school. If the student leaves the school before completion, the record of how the student was selected will be removed from the

student personnel file and filed with the records of those students not selected in the year the student was admitted.

Value Schools K-8 #2 shall maintain for three years a file with the lottery applications for those students who were not selected for admission. Appended to the lottery application will be a record indicating the date the application was received, the date of lottery and the “wait-list” number if one was assigned. Also appended shall be a copy of any correspondence between the family and the school regarding admissions.

### **Parent induction program**

Before attending Value Schools K-8 #2 for the first time, a student must be admitted to the school. The admission process includes a parent induction program and a student orientation. A parent’s decision to not attend in no way impacts the student’s admission or enrollment.

The induction program is an educational program designed to facilitate the parent’s acceptance of the expectations by Value Schools K-8 #2. The first step is a conference with the school’s principal or another administrator prepared to undertake the role. In the conference the school’s expectations for both the student and parent are outlined and the range of parent support opportunities is presented. The parent is encouraged to identify the problems or obstacles that he or she may face. The principal guides the parent through possible solutions to these hindrances. The conference concludes with an invitation to the parent to make a commitment to support the core values and to cooperate with the school in the formation of the student in these values.

The induction program continues at each parent gathering. At these meetings parents come to understand more of their role in assisting in their children’s education. Students will join the parent for the conclusion of the conference and also make a commitment to the core values.

### **Student orientation**

Critical to the success of any school is the willingness of the students to do the work of the school. Value Schools K-8 #2 proposes to conduct a program to help older students not only be willing participants in the school activities, but also to embrace the five core values.

The program begins with a specially designed student orientation. The orientation demonstrates the value of school in the life of the student. The orientation is constructed to help form the affective dimension of the students and to suggest motivations that are meaningful to students.

The orientation is conducted during the same time frame as the parent induction program. In this way the student should be prepared to sign a commitment to the core values before actually beginning in school. The student’s failure to sign the commitment in no way impacts the student’s admission or enrollment.

### **District Required Language**

#### **McKinney-Vento Homeless Assistance Act**

Value Schools K-8 #2 will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children

and youths. Value Schools K-8 #2 will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

## **Element 9: Financial Operations and Audits**

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

### **Annual Audit**

On behalf of Value Schools K-8 #2, *Value Schools* shall annually arrange for an audit of the Charter School’s finances. The auditor chosen shall have experience in education finance and follow the audit guidelines for charter schools adopted by the state of California.

The Value School's Business Officer shall prepare draft financial statement for the auditor's review, prepare all schedules requested by the auditor and provide all documents and records requested by the auditor.

Any audit exceptions or deficiencies shall be reported to the Charter School’s board of directors. The board will supervise the CEO of *Value Schools* to ensure that corrections are normally made within ninety days. Audit exceptions and deficiencies shall be reported to the Los Angeles Unified School District by the delivery of the annual audited statements. The plans for corrections shall be separately reported to the district within ninety days of the completion of the audit and shall be resolved to the satisfaction of LAUSD.

The *Value Schools’* Policies on Financial Management and the Financial Management Procedures (presented below) shall ensure that there is both a sound financial management system for the Charter School and that records are available for the independent audit.

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

- a. Provisional Budget--Spring prior to operating fiscal year
- b. Final Budget--July of the budget fiscal year
- c. First Interim Projections--November of operating fiscal year
- d. Second Interim Projections--February of operating fiscal year
- e. Unaudited Actuals--July following the end of the fiscal year
- f. Audited Actuals--December 15 following the end of the fiscal year
- g. Classification Report--monthly according to the school's calendar
- h. Statistical Report--monthly following the school's calendar of reports
- i. P1--first week of January
- j. P2--first week of April
- k. Instructional Calendar--annually five weeks prior to first day of instruction
- l. Other Reports--as requested by the district.

## **Value Schools Policies on Financial Management**

Approved by Board of Directors, 28 October 2002

Revised by the Board of Directors, 19 June 2007

Revised by the Board of Directors, March 18, 2011

(The following is a policy of Value Schools and the terms “Value Schools,” the “schools,” and the “school” used herein mean the Charter School.)

### **1. Budgets**

- 1.1 The Board of Directors shall approve the annual operating budgets for *Value Schools* and for each of the schools for which it is responsible, upon the presentation of a proposed budget by the Chief Executive Officer.
- 1.2 The Board of Directors shall approve the capital budgets (if any) for *Value Schools* and for each of the schools for which it is responsible, upon the presentation of a proposed budget by the Chief Executive Officer.
- 1.3 Any modification in an annual operating budget that results in a change in revenue or expense of more than \$25,000 or 5%, whichever is greater, shall be approved by the Board of Directors, upon presentation of the modification by the Chief Executive Officer.

### **2 Compensation**

- 2.1 The Board of Directors shall approve the salaries to be paid to all full-time, permanent employees of *Value Schools* and of each of the schools which it operates, through the approval of the annual budgets.
- 2.2 The Board of Directors shall approve the salary of the Chief Executive Officer, upon the presentation of a proposal by a committee of directors.
- 2.3 The Board of Directors shall approve the benefits provided to all full-time, permanent employees of *Value Schools* and of each of the schools which it operates through the approval of the annual budgets.

### **3 Audits**

- 3.1 The Board of Directors shall select the auditor(s) for an annual audit of *Value Schools* and each of the schools that it operates.
- 3.2 The auditors shall present the audit report to the Board of Directors.
- 3.3 The Board of Directors shall hold the Chief Executive Officer responsible for correcting all audit exceptions in a timely manner.
- 3.4 The Chief Executive Officer shall be responsible for submitting the audit report to government agencies as required.

### **4 Purchase of Services**

4.1 The Chief Executive Officer is authorized to purchase services for personnel management, payroll and accounting from the Los Angeles County Office of Education for any of its eligible schools.

## 5 Capitalized Assets

5.1 Any single item (i.e. equipment, furnishing, building, or building improvement) that costs more than \$5,000 and has a usable life of more than one year shall be deemed to be a capitalized asset.

5.2 All capitalized assets shall be depreciated as recommended by the auditors selected for *Value Schools*.

## 6 Reports

6.1 The Chief Executive Officer shall ensure that financial reports for *Value Schools* and each of the schools that it operates are made at least quarterly to the board of directors.

6.2 The Chief Executive Officer shall be responsible for providing all required financial reports to all government agencies as required.

6.3 The Chief Executive Officer shall be responsible for maintaining financial information that is required by law to open to the public in a form that is accessible to the public.

## 7 Regulations

7.1 The Chief Executive Officer shall prepare regulations to guide the financial management and operations of *Value Schools* and each of the schools that it operates at least in the following areas: staffing, budgeting, internal controls, accounting, reporting, payroll, banking, purchasing and asset management.

## **Value Schools Financial Management Procedures**

(The following is a Regulation of Value Schools and the terms “Value Schools,” the “schools,” and the “school” used herein mean the Charter School.)

### **1. Staffing for Financial Management**

#### 1.1 Principal

The principal has the primary responsibilities for preparing and implementing the budget for the Charter School. This includes approving vendors; authorizing purchases, reimbursements and payroll; and entering into contracts, rentals and other agreements in accordance with the budget. The principal verifies the deposit of all funds received at the school site. The principal has authority to transfer funds between accounts (including electronic transfer) and to sign checks (including electronic payments) on all accounts for the school subject to the limitations for amount requiring dual signatures.

#### 1.2 School Secretary

The school secretary, or another member of the faculty or staff of the school, is assigned by the principal to assist in financial operations and is supervised by the principal in the conduct of these duties. The secretary prepares purchase orders and check requests for the principal’s signature; has custody of and distributes petty cash upon presentation of a receipt and verification of delivery of the purchase; verifies the delivery of goods before preparing a request for payment; receives cash and checks paid at the school sites and then turns this money over to the Business Manager for deposit; and issues receipts for cash payments.

### 1.3 CEO of *Value Schools*

The chief executive officer supervises the principals in the preparation and implementation of the budget. After reviewing budget proposals, requests for budget alterations that result in a change in net income of more than \$25,000 or 5% of the operating budget (whichever is less) and requests for contracts, leases or purchases in excess of \$25,000, the chief executive officer presents them to the board for approval. The chief executive officer has authority to sign checks on all accounts for *Value Schools*. The chief executive officer also supervises the business manager in the conduct of his/her duties and periodically examines the accounts and bank reconciliations. The chief executive officer may delegate any of these responsibilities to another employee of *Value Schools* by either issuing a written authorization or including the responsibilities in the position description for that person.

### 1.4 Business Officer for *Value Schools*

The Business Officer prepares all checks for signature by an authorized person, maintains files of auditable financial records, and enters records into journals and ledgers, balances the accounts and reconciles bank statements according to generally accepted accounting procedures. The business manager assists the principals with the preparation of payroll records and coordinates with an outside payroll services provider for payroll tax reporting and depositing. In the absence of a payroll service, the business manager performs tax reporting and deposits. The business manager prepares financial reports and advises the principals and chief executive officer on the implementation of budgets.

## **2. Budgets**

### 2.1 Preparation

The principal prepares the budget according to such guidelines as may be issued by the chief executive officer.

### 2.2 Types of budgets

There shall be two annual budgets: one for current operations and one for capital outlays. Debt reduction that is being paid with current income is to be part of the budget for current operations.

### 2.3 Authorization

No budget is final, nor may a principal implement any budget, until it has received the written authorization of the chief executive officer or an authorized delegate after approval by the board of directors.

### 2.4 School Site Council (for description see Policy on School Governance)

Before submitting the budget to the chief executive officer or an authorized delegate, the principal shall review all budgets with the School Site Council. If the School Site Council does not completely accept the proposed budget, the principal shall attempt to resolve differences. In the event the School Site Council and the principal do not come to full agreement on the budget(s), the principal shall submit his/her recommended budget along with a report of the differences to the chief executive officer or an authorized delegate.

### 2.5 Balanced Budget



Current expenses may not exceed current revenues.

## 2.6 Revenue Estimation

Funding from government sources is to be verified if possible from the funding sources. If a projected rate is not available, the estimate to be used is the current year amount plus the current rate of inflation in the consumer price index for the Los Angeles metropolitan area.

A detailed schedule identifying all funds sources, rates and multipliers (e.g. ADA) is to be appended to the budget.

## 2.7 Compensation

If the board of directors has adopted salary schedules, they are to be followed. If one has not been adopted for the position(s) being budgeted, then the principal shall research comparable schools to determine what is being paid for the position(s) in question and consult with the chief executive officer before finalizing a salary for the position.

The benefit package approved in the Personnel Policies is to be used. No additional benefits are permitted.

A detailed schedule showing the salaries/wages and benefit costs for every employee is to be appended to the budget.

## 2.8 Leases and Contracts

New leases and contracts, or modifications of existing leases and contracts, in excess of \$25,000 are to be authorized by the chief executive officer or an authorized delegate after approval by the board of directors to enter into a new lease or contract or modify an existing one. The board's function is to approve expenditure for this purpose, but not to choose the specific vendor. The exception is a lease on real property. This shall not apply to employment contracts governed by the Personnel Policies of *Value Schools*.

## 2.9 Capital Outlays

A capital outlay in excess of \$25,000 is permitted only after authorization by the chief executive officer or authorized delegate after approval by the board of directors. The board's function is to approve that expenditure for this purpose can be made, but not to choose the specific vendor.

## 2.10 Charter School Oversight

The District may charge for the actual costs of supervisory oversight of Value Schools K-8 #2 not to exceed 1% of Value Schools K-8 #2's revenue, or the District may charge for the actual costs of supervisory oversight of Value Schools K-8 #2 not to exceed 3% if Value Schools K-8 #2 is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under Value Schools K-8 #2/facilities use agreements.

### 2.11 Services from Value Schools

5% of all revenue is to be budgeted for payment for services provided by *Value Schools*. The chief executive officer may reduce this percentage.

### 2.12 Reserve Funds

Additionally, Value Schools K-8 #2 will maintain a funds balance (reserve) of its expenditures as outlined by section 15450, Title 5 of the California Code of Regulations. Value Schools K-8 #2 is committed to the goal of beginning and ending with a minimum of 4% of expenditures in reserve.

### 2.13 Account Codes

The California Department of Education Standard Account Codes are to be used by all schools receiving government funding.

### 2.14 Budget Formats

If budget forms have been prepared and distributed by *Value Schools*, they are to be used. Otherwise, the principal may devise forms that are useful to planning and control.

### 2.15 Budget Preparation Calendar

- a. The principal shall submit the initial operating budget, along with planned capital outlays, to the chief executive officer or an authorized delegate by the preceding March 1<sup>st</sup>.
- b. If the chief executive officer or an authorized delegate requests revisions, the principal will receive them by April 1st.
- c. Revisions must be completed and the budget resubmitted by June 1st.
- d. In September, the principal will consider the enrollment and compensation of the staff employed and will make adjustments to the budget as necessary. These are to be submitted by October 1st.

### 2.16 Multi-year Budgets

Along with the current operating budget, which is prepared in full detail, the principal will submit pro-forma budgets for the succeeding four years. Planned changes in the operations are to be explained in accompanying notes.

### 2.17 Approval

The board of directors approves the budgets after their presentation by the chief executive officer.

## **3. Internal Controls**

### 3.1 Authorizing purchases and check requests

The principal has the authority to authorize purchases and approve check requests, provided that funds have been allocated for such purchases in the approved budget up to \$10,000 per purchase. Purchases over \$10,000 are to be approved by the CEO of Value Schools. Purchases are to be made with a purchase order that shows the name of the person making the purchase, the cost of the purchase, the account to be charged, the date of the purchase and the signature of the authorizing agent. Vendor order forms that show the same information are satisfactory.

Purchases made over the telephone or Internet must be documented with the same information. Check requests must include the same information.

### 3.2 Authorizing reimbursements

The principal has the authority to authorize reimbursements to employees in the school; however, not to him/herself. Normally, reimbursements are to be made when there is prior approval for the expenditure from the principal to the employee. Check requests for reimbursements are to include all the information specified above for other purchases and payments. All requests for reimbursements must be accompanied by receipts for individual items in excess of twenty-five dollars (\$25.00). The chief executive officer or an authorized delegate must approve requests for reimbursement to the principal.

### 3.3. Petty cash

Petty cash will not be kept in the Charter School.

### 3.4 Cash advances

Cash advances are to be discouraged. When it is absolutely necessary the employee needing the cash shall make a request that has been approved by the Charter school principal to the Value Schools' Business Officer. The employee receiving the cash advance shall provide the Business Officer with receipts and other documentation that the Business Office may request.

### 3.5 Preparing checks

The checks are to be prepared by the business manager upon the presentation of a properly executed check request. Checks will be prepared by the business manager at least bi-weekly. In the case of an emergency the chief executive officer may authorize someone else other than the person signing the check to prepare it. After preparation of the checks, the business manager will promptly return them to the appropriate person for signature and for delivery to the payee.

### 3.6 Signing checks

The principal has authority to sign the checks drawn on the school accounts; except that checks other than payroll checks in excess of \$5,000 shall require dual signatures. The chief executive officer or authorized delegate will be the second signature. In the case of an emergency the chief executive officer may sign on a school's account. In the situation where the principal is not available to sign along with the chief executive officer, the treasurer for *Value Schools* will be the second signature.

### 3.7 Receiving checks and currency

There must be a receipt issued for all currency brought to the school for deposit in a school account. Normally, the school secretary would receive the money and issue the receipt.

### 3.8 Depositing checks and currency

Checks and currency should be deposited on the day of their receipt. The business manager prepares the bank deposit slip. The deposit slip, along with the money to be deposited, and the book of receipts must be presented to the principal or some other person designated for this responsibility for verification. The bank's receipts for deposit are kept on file with the bank statements by the business manager.

### 3.9 Bookkeeping and reporting

The business manager shall regularly enter into the books of record the financial transactions of the schools. Financial records for different schools shall be recorded separately. Monthly financial reports, and such as may be required by law, chartering school districts, contracts for services, or grants are to be prepared by the business manager.

## **4. Accounting**

### 4.1 Basis for accounting

Accounting shall be done on a modified accrual basis in conformity with generally acceptable accounting principles.

### 4.2 Chart of accounts

The chart of accounts shall accommodate the reporting requirements of funding agents. This includes the California Department of Education. Whenever possible the California Standardized Account Code Structure shall be followed.

### 4.3 Accounting services

The chief executive officer shall determine whether to hire staff to perform the necessary accounting functions or to contract another agency, school district or service for these functions. The chief executive officer shall be accountable to the board of directors for timeliness and accuracy of the accounting functions.

## **5. Reporting**

The chief executive officer shall ensure that monthly, quarterly and annual statements of financial activity are prepared according to generally acceptable accounting principles and presented to the board of directors and the principals of the schools in a timely fashion. Further the chief executive officer or the designee shall be responsible for preparing all other reports as may be required by law, chartering public school districts, grants or contracts.

## **6. Payroll**

### 6.1 Payroll Setup

The business manager will assist the principal in the setting up of the payroll for the school.

### 6.2 Verification

The principal shall be responsible for the verification of each payroll and for any correction of the payroll.

### 6.3 Preparation

The chief executive officer shall decide whether to use a payroll service from the county board of education, a school district or private provider or to perform payroll services; except that the payroll shall be done in such a manner as to allow employees eligible to participate in the state retirement systems to do so.

### 6.4 Reporting payroll taxes and payments

Unless it is done under contract by a payroll service, the business manager shall be responsible for the reporting of payroll taxes and the deposit of taxes.

## **7. Banking**

### 7.1. Institution

The chief executive officer shall be responsible for ensuring that funds are deposited with a federally insured financial institution that provides the services necessary for the financial needs of the schools. Funds may be kept on deposit with the county treasurer.

### 7.2. Separate Accounts

Funds for each individual school and for *Value Schools* shall be kept separate from one another.

## **8. Purchasing**

### 8.1 Vendors

Before a payment can be made to a vendor, a vendor record must be established. The business manager will assist in the establishing the vendor record. However, vendor records must receive authorization from the principal or the chief executive officer of *Value Schools* before the first payment is made.

### 8.2 Payments

Payments will only be made upon presentation of a proper purchase order or check request. The purchase order and check request must show the name of the person making the purchase, the cost of the purchase, the account to be charged, the date of the purchase and the signature of the authorizing agent.

### 8.3 Competitive pricing

Purchases and contracts in excess of \$1,000 can be made only after competitive pricing. Evidence of research into competition pricing must accompany the check request/purchase order. Purchases and contracts in excess of \$25,000 can be made only through competitive bidding. The chief executive officer may waive this requirement if an identical purchase has been made by the Charter School or another school sponsored by *Value Schools* within the last two years.

### 8.4 Conflict of interest

The Charter School is prohibited from making purchases from any person who has a financial interest in Value Schools and the Charter School is prohibited from entering into contracts with those same persons.

## **9. Asset management**

### 9.1 Capitalization

Furnishings, equipment, and improvements to buildings that both cost in excess of \$5,000 and have useful life of more than one year shall be recorded on the books as a fixed asset and depreciated over their useful life.

### 9.2 Asset inventories

A list of all capitalized assets, their book value, date of purchase and depreciation rate shall be kept on file with the bookkeeper/accountant. Additionally, any furnishing or equipment

purchased with public funds shall, as required by law or regulation, be tagged as such and information kept on file regarding their cost and date of purchase even if they have not been determined to be a capital asset.

## **10 Audit**

### **10.1 Auditors**

Audits shall be conducted as required by law, chartering school district (Los Angeles Unified School District), grants and contracts by certified public accountants according to generally accepted accounting principles. The auditor selected must have experience in education finance. The board of directors shall approve the audit firm.

### **10.2 Audit exceptions**

Audit exceptions are to be resolved to the satisfaction of the board of directors. Insofar as an audit exception applies to a school receiving public money as a charter school, the audit exception and deficiencies shall be resolved to the satisfaction of the charter authorizing agency. In accordance with state requirements, the schools shall submit their audited financial statement to the authorizing district no later than December 15 following the close of the fiscal year.

### **Attendance Accounting**

Attendance accounting procedures will satisfy the requirements of the LAUSD, LACOE, and the CDE. Daily attendance will be recorded on attendance cards (or on an acceptable alternate format) by classroom teachers. When a student is absent from school, absences will be verified by office personnel. State school registers will be completed on a monthly basis documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

The principal will supervise the teachers in the keeping of the attendance registers. The principal will regularly send the reports to the state of California for the principal apportionment of funds or for other funding based on ADA and the principal of the school will certify the accuracy of the reports.

### **Food Service**

Value Schools K-8 #2 will contract for food services. No food will be prepared on site.

Value Schools K-8 #2 will apply for all federal and state funds that are available for food services. Children eligible for meals at free or reduced rates will be provided them according to the terms of the government-sponsor school nutrition programs. Children not eligible for free or reduced price meals will be able to purchase them from the school.

## **Special Requirements of Programs and Funding**

### **Application for funds**

*Value Schools* will annually submit on behalf of the students at Value Schools K-8 #2 a consolidated application for all the federally funded programs for which these students may be eligible. These include the federal No Child Left Behind programs and selected state programs.

*Value Schools* will annually submit on behalf of the students at Value Schools K-8 #2 the applications for all the state funded programs for which these students may be eligible. These include Lottery Funds, Education Technology Grants, English Language Acquisition Funds, and the Hourly/ Summer School (Supplemental) Programs.

Value Schools K-8 #2 will comply with all program requirements in the use of these funds.

### **Student counts**

Value Schools K-8 #2 will annually collect from the families of students enrolled information regarding family income so as to determine the number of students who are eligible for free or reduced price lunches. This will form the basis for determining the number of low income students in the application for the Title I funds and for the state economic impact aid.

After being admitted to Value Schools K-8 #2, the school will ask the parent/guardian if the primary language at home is English. If it is not, the student will be counted as an “English language learner” and will be kept in that count until the student is re-designated. The count of English language learners will be used in the application for state economic impact aid.

### **Title I**

Value Schools K-8 #2 will apply for school-wide program status. Funds will be used to pay instructional salaries and purchase instructional materials that otherwise would not be available to support programs in the areas of Language Arts and Mathematics. The Value Schools K-8 #2 daily schedule will allow time for individually guided instruction; this creates the opportunity for the instructional staff to assist in a special way students who are not meeting, or are at risk of not meeting, the state student performance standards.

### **District Required Language**

#### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of Value Schools K-8 #2 not to exceed 1% of Value Schools K-8 #2’s revenue, or the District may charge for the actual costs of supervisory oversight of Value Schools K-8 #2 not to exceed 3% if Value Schools K-8 #2 is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under Value Schools K-8 #2/facilities use agreements.

### **Balance Reserves**

Additionally, it is recommended that Value Schools K-8 #2 maintain a funds balance (reserve) of expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Value Schools K-8 #2 owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Value Schools K-8 #2, Value Schools K-8 #2 authorizes the District to deduct any and all of the in lieu property taxes that Value Schools K-8 #2 otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Value Schools K-8 #2 further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Value Schools K-8 #2. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Value Schools K-8 #2 agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Audit and Inspection of Records**

Value Schools K-8 #2 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Value Schools K-8 #2.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Value Schools K-8 #2 to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Value Schools K-8 #2's financial information,
- Value Schools K-8 #2's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Value Schools K-8 #2's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Value Schools K-8 #2 shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Value Schools K-8 #2. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.



Value Schools K-8 #2 will develop and maintain internal fiscal control policies governing all financial activities.

## Element 10: Student Suspensions and Expulsions

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

### **Due process, suspensions and expulsions**

Value Schools K-8 #2 will follow the Value Schools' Policy on Responsible Behavior (presented below). The due process policy establishes the right of students and their parents to due process in matters of suspension and expulsion. The due process procedures specify the requirements for notice, for the exchange of information that establishes the grounds for the disciplinary action, and for a hearing.

The *Value Schools* policies on suspension establish the grounds for a suspension; they limit the maximum number of consecutive days for a suspension to five; and they require the school to provide assignments to the suspended student to minimize the loss of school time.

The *Value Schools* policies on expulsion establish the grounds for an expulsion; they require the school to work with appropriate parties to ensure the continued education of an expelled student in school; and they require that notice of violent or threatening behavior be given to the officials of the school in which an expelled student will be next enrolled.

The *Value Schools* policies establish opportunities for appeal from the decision of the principal of Value Schools K-8 #2 for a suspension. The appeal is made to the chief executive officer (or authorized delegate) of *Value Schools*. In the event of an expulsion, the appeal is made to an Appeals Committee.

### **Value Schools Policies on Responsible Behavior**

Approved by Board of Directors, 16 May 2001

Revised by Board of Directors, 24 October 2007

Revised by the Board of Directors, 18 March 2011

Revised by the Board of Directors, 6 December 2011

Revised by the Board of Directors, 6 January 2012

Revised by the Board of Directors, 11 September 2012

(The following is a policy of Value Schools and the terms “Value Schools,” the “schools,” and the “school” used herein mean the Charter School.)

#### 1. Principles of Responsible Behavior for Students

Responsible behavior is a hallmark of *Value Schools* because it is a result of an acceptance of the five core values, in particular the values of human dignity and community. Because of a respect for the dignity of each person, words about and to another person, as well actions taken towards another person, affirm that person’s worth. In addition each person takes good care of oneself because of one’s own self-respect for personal dignity. This value results in such traits as

- politeness and courtesy towards all (e.g. teachers, students, volunteers, visitors, and so forth);
- kind words about others: statements that degrade another because of race, gender, creed, national origin, physical appearance or any other characteristic are not acceptable; language that is crude and obscene or in any way may be considered a

form of sexual harassment is unacceptable; threats to a person's well being and all forms of bullying—even if made in jest—are not acceptable;

- just actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting is not acceptable; taking or destroying or in any way reducing in value the property of another (including the community property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;
- good personal appearance: good grooming is a sign of self-respect; wearing of certain articles of clothing, jewelry, and personal adornments of hair style and tattoos that are potentially threatening to others or oneself are not acceptable;
- good health, including the avoidance of tobacco, controlled substances and alcohol.

Respecting human dignity is a form of toleration of another's rights and differences. However, beyond just getting along with others, human persons have the opportunity of benefiting from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such traits as

- cooperation with teachers and students in academics and other activities;
- honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation;
- resolving differences peacefully: going beyond the avoidance of negative words or violent actions and seeking a way to live and work together so that everyone can benefit—resolving differences peacefully sometimes means bringing in another person (most often an adult) who can help find a solution that works for everyone;
- getting help for those in need—this includes help for those who are physically sick or injured and those who are psychologically suffering because of some personal problem (e.g. substance abuse or depression) of some family situation (e.g. death of a parent or divorce) and of some peer pressure (e.g. conflicts in school or with friends, pressure from gangs);
- punctuality and cleanliness which recognize that time and space and material goods in a school are shared and not personal possessions;
- following safety rules so that all can feel and be secure;
- being responsible in reporting absences from school and bringing written excuses: this allows for accommodations to be made to continue group activity;
- regular attendance—because frequent absences affect school funding that reduces resources for all.

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

- striving to do one's best at all times;
- paying attention in class and following teacher directions;
- doing homework and other assignments in a timely fashion;
- helping others to do their work where appropriate

Finally, all must recognize that the five core values are not just for school hours or the school property. Students will be expected to exemplify these values outside school hours and off school property.

## 2. Responsible Behavior for Parents

Parents also accept the five core values and so their behavior is also marked by certain characteristics that include:

- modeling language and behavior that is respectful in every way—including not taking sides against other children or their parents when disputes arise in school or elsewhere;
- cooperating with other parents and teachers and staff to improve programs and opportunities for students—including supporting school rules with their children;
- volunteering when possible to help the school;
- supporting and encouraging their children to strive to do their best.

## 3. Responsible Behavior for Teachers and Staff

Teachers and staff both accept the five core values and recognize their responsibility for modeling them. Traits that exemplify this include

- believing in the students, expecting them to do their best and holding them accountable for achievement;
- recognizing the abilities of students and not giving up on them when they do not succeed;
- showing a warm concern for all the needs of the students and their families, even though they may recognize that they cannot solve all problems and may only be able to offer a listening heart;
- developing rules and procedures that begin with listening to students and their parents;
- fostering respect through positive and encouraging words and actions towards students, parents and other teachers and through appreciating their accomplishments;
- preventing inappropriate behavior by careful observation and by planning activities carefully—making sure student have worthwhile activities to occupy their time and capture their interest;
- being culturally sensitive;
- administering discipline when needed that is devoid of corporal punishment and any form of abuse (humiliation, intimidation, ridicule, coercion, threats, or punitive actions);
- setting boundaries for students and holding them accountable so that they can perfect their skills in carrying out the five core values;
- administering discipline in a progressive way that forms subsequent behavior and does not expect perfection in the first instance.

## 4. School Rules for Responsible Behavior

The principal shall establish, in consultation with the faculty and staff, the rules, regulations and procedures necessary to ensure responsible behavior in the school. In establishing these rules, regulations and procedures the principal shall be guided by the principles list above and by the requirements for due process, for suspension and for expulsion listed below.

## 5. Due Process

Students and parents are guaranteed their rights to due process in matters of the suspension and expulsion of students. The due process procedure for suspension and expulsion are present in this policy and in the Charter School's parent/student handbook. The due process procedures shall specify:

- how and when notice will be given to the parent and the student (i.e. information that behavior has occurred which could lead to a suspension or expulsion);
- how information will be given to the parent and the student about the evidence that exists to substantiate that the behavior has occurred;
- how and when there will be a hearing to review the information gathered by the school as well as any information or consideration that the parent or student may wish to present that could affect the decision;
- when the parent can expect a decision
- how and when an appeal can be made and when a decision will be made

## 6. Suspension

6.1 The Principal, Assistant Principal and Dean of Students have the authority to suspend.

6.2 A student may be suspended either after the parent and student have been given notice and the opportunity for a conference meeting or prior to a conference.

6.3 When the student is suspended before a conference, the student's parent must be immediately notified that the student is being suspended and be given the opportunity to meet with an appropriate school official no later than the next school day. This conference shall be a requirement for the student to return to school. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

6.4 The maximum consecutive number of school days for a suspension is five. The maximum number of days for suspension during the school year is fifteen days.

6.5 During a period of suspension the student shall be given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student shall be given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The suspended student's advisor will meet with the student upon return to ensure that assignments have been completed. If a test has been missed during a suspension, the advisor will make sure that the student has the opportunity to take a make-up exam.

## 6.6 These are the discretionary grounds for a suspension or expulsion

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object,
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties

- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Engaged in an act of bullying , including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel
- Cheating (homework, class work, tests, plagiarism, etc).—suspension only

Students will receive a mandatory suspension and recommendation for expulsion for committing any of the following offenses:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive
- Violation of the federal Guns Free Schools Act

Notice to Parents:



Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the principal, either personally or by appointing a staff person shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. If the school administrator wishes to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

## 7. Expulsion

7.1 The authority to expel a student belongs to the Principal and to the Appeals Panel. The Principal's decision is final unless the parents appeal.

7.2 The school will work cooperatively with the parents, public school district of residence, and others to assist with the educational placement of a student who is being expelled.

7.3 The school will notify the school or district in which an expelled student will next be enrolled of any and all incidents of violence or of behavior that was threatening to the well-being of any person.

### *Recommendations for Expulsion*

If the Assistant Principal or Dean of Students or in the absence of either, a teacher appointed by the Principal to review and recommend expulsions (the "Reviewing Officer") recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing conducted by the Principal. This determination will be made by the Reviewing Officer upon either of the following findings:

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

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

### *Expulsion Hearing*

Students recommended for expulsion will be entitled to a hearing before the Principal to determine whether or not the student should be expelled. Unless postponed for good cause, the hearing will be held within 30 days after the Reviewing Officer determines that an act subject to expulsion has occurred.

A student may be expelled following a hearing before the Principal. The Reviewing Officer will assign a Discipline Committee to conduct the investigation of the behavior and incident, gather evidence, prepare such documents as may be necessary, to determine whether witnesses are

appropriate and identify and interview witnesses. The Discipline Committee consists of the Reviewing Officer and two certificated employees uninvolved with the incident and who do not teach the student.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing will be forwarded by the CEO/Principal or designee to the student and the student's parents at least 3 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

### **Record of Hearing**

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

### **Presentation of Evidence**

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Principal shall be in the form of written findings of fact. The final decision by the Principal shall be made within five (5) school days following the conclusion of the hearing.

If the Principal decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Assistant Principal or designee following a decision of the Principal to expel shall send written notice of the decision to expel, including the Principal's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; Notice of any appeal options; and information about alternative placement options.

## **8. Appeals**

### **8.1 Appeals of a Suspension:**

An appeal from the decision of a suspension shall be made in writing to the chief executive officer of Value Schools within five calendar days after the decision of the Principal or Assistant Principal. The written appeal must specify the grounds for the appeal. Within five calendar days of receipt of the written appeal the chief executive officer of Value Schools shall notify the parent of the following:

- a. When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received ;
- b. Who will conduct the hearing, however the informal hearing officer will either be the chief executive officer of Value Schools or an administrator of Value Schools who is not an employee of the school at which the suspension occurred;
- c. Who may attend the informal hearing;
- d. What types of evidence or testimony will be considered;
- e. What the possible outcomes of the hearing may be;
- f. When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision shall be given in writing. The decision of the principal shall not be over-turned unilaterally, arbitrarily or capriciously. The decision of the hearing officer is final.

### **8.2 Appeal of an Expulsion**

An appeal from the decision of an expulsion shall be made in writing to the chief executive officer of Value Schools within three calendar days after the decision of the Principal has been received by the parent. The appeals hearing will be conducted by a three member Appeals Panel consisting of the Chief Executive Officer and two employees of Value Schools who are not employees of the school at which the expulsion occurred.

The written appeal must specify the grounds for the appeal. Within three calendar days of receipt of the written appeal the chief executive officer of Value Schools shall notify the parent of the following:

- When and where the hearing will be held; however the hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the appeals hearing;
- Who may attend the hearing;
- What types of evidence or testimony will be considered;
- What the possible outcomes of the hearing may be;
- When a final decision will be made; however the decision shall not be made later than three calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision shall be given in writing not later than three days after the hearing. The decision of the principal shall not be over-turned unilaterally, arbitrarily or capriciously. The decision of the hearing officer is final.

#### 9. Notification to Parents and Students

These policies, including the principles for the responsible behavior of students, parents, faculty and staff, shall be disseminated to parents and students by means of the parent and student handbook.

#### **Parent-Student Handbook**

Value Schools K-8 #2 will prepare written procedures for handling suspension and expulsions that are consistent with the policies of Value Schools. Such procedures are published in the Parent- Student Handbooks.

#### **District Required Language**

Value Schools K-8 #2 shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Value Schools K-8 #2 shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Value Schools K-8 #2 shall be responsible for the appropriate interim placement of students during and pending the completion of the Value Schools K-8 #2's student expulsion process.

Value Schools K-8 #2 will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met.

Value Schools K-8 #2s will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the Value Schools K-8 #2 shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Value Schools K-8 #2 shall document the alternatives to suspension and expulsion Value Schools K-8 #2 utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Value Schools K-8 #2, Value Schools K-8 #2 shall forward student records upon request of the receiving school district in a timely fashion. Value Schools K-8 #2 shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Value Schools K-8 #2 policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the student is eligible for Special Education, Value Schools K-8 #2 must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, Value Schools K-8 #2 must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability; B) Was the misconduct a direct result of the Value Schools K-8 #2's failure to implement 504 Plan?

### **Outcome Data**

Value Schools K-8 #2 shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **Rehabilitation Plans**

Pupils who are expelled from the Value Schools K-8 #2 shall be given a rehabilitation plan upon expulsion as developed by the Value Schools K-8 #2's governing board at the time of

the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of the expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Value Schools K-8 #2 for readmission.

### **Readmission**

The Value Schools K-8 #2's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Value Schools K-8 #2's governing board shall readmit the pupil, unless the Value Schools K-8 #2's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Value Schools K-8 #2 is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **Special Education Students**

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Value Schools K-8 #2 will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Value Schools K-8 #2 an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Value Schools K-8 #2's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Value Schools K-8 #2's failure to implement 504?

### **Gun Free Schools Act**

The Value Schools K-8 #2 shall comply with the federal Gun Free Schools Act.

## **Element 11: Retirement Programs**

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

### **Programs offered**

- a. All eligible credentialed employees shall be covered by the California State Teachers Retirement System (STRS) subject to the terms of that system. Those employees covered by STRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion.
- b. All eligible Non-credentialed employees shall be covered by the California Public Employees Retirement System (PERS). Credentialed teachers may, at their option, be eligible to be covered by PERS. Employees covered by PERS participate in both the Medicare and OASDI portions of the federal social security system.
- c. All employees are eligible to make voluntary contributions to a tax sheltered plan.

### **Entry into the program**

At the time of initial employment, each employee shall meet with the Business Manager for Value School and receive information about the program. The Business Manager shall work with the Los Angeles County Office of Education to ensure that each employee is properly enrolled in the appropriate program.

## **Element 12: Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)*

### **Rights of students and parents**

1. No student is required to attend Value Schools K-8 #2 and may select another public school subject to the attendance requirements of that other school or school district.
2. Value Schools K-8 #2 shall notify the parent(s)/guardian(s) that the pupil who choose to enrolled in another school or school district are subject to the rules of that school and school district. The notice is published in the Parent-Student Handbook.
3. The governing board of the Los Angeles Unified School District shall not require any student enrolled in the school district to attend Value Schools K-8 #2.

### **District Required Language**

Pupils who choose not to attend Value Schools K-8 #2 may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.



## **Element 13: Employee Rights**

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”  
Ed. Code § 47605 (b)(5)(M)*

### **General rights**

An employee of Value Schools K-8 #2 who was formerly an employee of another school or school district shall have only those rights, including the right to return to employment by that school or school district, as may be conferred by that school or school district.

### **District Required Language**

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.



electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **Element 15: Employee Status and Collective Bargaining**

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

Value Schools K-8 #2 is deemed the exclusive public school employer of the employees of Value Schools K-8 #2 for the purposes of the Educational Employee Relations Act (EERA).

## **Element 16: Procedure to Be Used If the Charter School Closes**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)*

### **District Required Language**

#### **Revocation**

The District may revoke the charter if Value Schools K-8 #2 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Value Schools K-8 #2 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Value Schools K-8 #2 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Value Schools K-8 #2 failed to meet or pursue any of the pupil outcomes identified in the charter.
- Value Schools K-8 #2 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Value Schools K-8 #2 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Value Schools K-8 #2 in writing of the specific violation, and give Value Schools K-8 #2 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

#### **Closure Action**

The decision to close Value Schools K-8 #2 either by the Value Schools K-8 #2 governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Value Schools K-8 #2 board votes to close the Charter School; or the Charter lapses.

#### **Closure Procedures**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

### *Documentation of Closure Action*

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of Value Schools K-8 #2 will be issued by Value Schools K-8 #2 within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by Value Schools K-8 #2 by registered mail within 72 hours of the decision to Closure Action. Value Schools K-8 #2 shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which Value Schools K-8 #2 participates of the Closure Action shall be made by Value Schools K-8 #2 by registered mail within 72 hours of the decision to Closure Action. Value Schools K-8 #2 shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education and follow their procedures for dissolving contracts and reporting. Value Schools K-8 #2 shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Value Schools K-8 #2 by registered mail within 72 hours of the decision to Closure Action. Value Schools K-8 #2 shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school.
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

Value Schools K-8 #2 shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

#### *School and Student Records Retention and Transfer*

Value Schools K-8 #2 shall observe the following in the transfer and maintenance of school and student records:

1. Value Schools K-8 #2 will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at Value Schools K-8 #2. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Value Schools K-8 #2 will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If Value Schools K-8 #2 closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with Value Schools K-8 #2 for the delivery and/or pickup of the student records.
5. Value Schools K-8 #2 must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Value Schools K-8 #2 will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

### *Financial Close-Out*

After receiving notification of closure, the CDE will notify Value Schools K-8 #2 and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over- payment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Value Schools K-8 #2 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.



2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Value Schools K-8 #2.

This audit may serve as the school's annual audit.

The financial closeout audit of Value Schools K-8 #2 will be paid for by Value Schools K-8 #2. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Value Schools K-8 #2 will be the responsibility of Value Schools K-8 #2 and not LAUSD. Value Schools K-8 #2 understands and acknowledges that Value Schools K-8 #2 will cover the outstanding debts or liabilities of Value Schools K-8 #2. Any unused monies at the time of the audit will be returned to the appropriate funding source. Value Schools K-8 #2 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Value Schools K-8 #2 participates, and other categorical funds will be returned to the source of funds.

Value Schools K-8 #2 shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### *Disposition of Liabilities and Assets*

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after

all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of Value Schools K-8 #2 may be transferred to the authorizing entity. If Value Schools K-8 #2 is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of Value Schools K-8 #2, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Value Schools K-8 #2 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Value Schools K-8 #2 Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Value Schools K-8 #2 shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, Value Schools K-8 #2 shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Value Schools K-8 #2's right to operate as a Charter School or cause Value Schools K-8 #2 to cease operation. Value Schools K-8 #2 and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Value Schools K-8 #2 breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

### **Facilities**

**District-Owned Facilities:** If Value Schools K-8 #2 is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Value Schools K-8 #2 shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Value Schools K-8 #2 will occupy and use any LAUSD facilities, Value Schools K-8 #2 shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Value Schools K-8 #2 agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Value Schools K-8 #2 from conducting its educational programs. If Value Schools K-8 #2 will share the use of LAUSD facilities with other LAUSD user groups, Value Schools K-8 #2 agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Value Schools K-8 #2 will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Value Schools K-8 #2.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Value Schools K-8 #2

for use. Value Schools K-8 #2, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Value Schools K-8 #2 shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  - (i) Pro Rata Share. LAUSD shall collect and Value Schools K-8 #2 shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments. Generally, Value Schools K-8 #2 shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Value Schools K-8 #2's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Value Schools K-8 #2 to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Value Schools K-8 #2.
  - (i) Co-Location. If Value Schools K-8 #2 is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Value Schools K-8 #2 shall pay the Pro Rata Share, so long as this action does not violate Proposition 39. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Value Schools K-8 #2, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Value Schools K-8 #2 shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Value Schools K-8 #2 shall satisfy those requirements to participate in LAUSD's property insurance or, if Value Schools K-8 #2 is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Value Schools K-8 #2 shall **not** have the option of obtaining

and maintaining separate property insurance for the LAUSD facility IF Value Schools K-8 #2 is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Value Schools K-8 #2 may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Value Schools K-8 #2 moves or expands to another facility during the term of this charter, Value Schools K-8 #2 shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Value Schools K-8 #2 will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.