



**Alliance Ouchi-O'Donovan
6-12 Complex**

Name at the time of last renewal: William and Carol Ouchi High School

Crenshaw High School Area

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

**Request for Five-Year Renewal Term
July 1, 2014 to June 30, 2019**

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ASSURANCES AND AFFIRMATIONS - District Required Language

Alliance Ouchi/O'Donovan 6-12 Complex (hereinafter "AOOC" or "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating 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. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)

NOTE: This charter contains specific "District Required Language" (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

PREFERENCE FOR THIS PETITION

Alliance College-Ready Public Schools (hereinafter referred to as “the Alliance”) is submitting this renewal petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (hereinafter referred to as “the District” or “LAUSD”) as its sponsoring district and is requesting charter renewal approval for a period of five years from July 1, 2014 to June 30, 2019. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. At the time the charter renewal is submitted, Alliance Ouchi-O’Donovan 6-12 Complex and LAUSD establish a timeline to complete the renewal process designated by LAUSD. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, Alliance Ouchi-O’Donovan 6-12 Complex (hereinafter referred to as “Alliance Ouchi-O’Donovan 6-12 Complex”, “AOOC” or the “Charter School”) will continue to offer a comprehensive learning experience that is designed to serve the needs of such students.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Alliance Ouchi-O’Donovan 6-12 Complex meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. Alliance Ouchi-O’Donovan 6-12 Complex is a school that serves an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. Alliance Ouchi-O’Donovan 6-12 Complex is a school that serves in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. Alliance Ouchi-O’Donovan 6-12 Complex implements an innovative small school design focused on personalizing students’ education that supports the District’s goals for improving performance in secondary schools.

INTRODUCTION

Purpose

This is a petition submitted by Alliance College-Ready Public Schools requesting approval of a five-year charter renewal for Alliance Ouchi-O’Donovan 6-12 Complex (also referred to herein as “AOOC”, or “Charter School”) a public charter school that currently serves 1,000 grade 6–12 students in the Crenshaw High School community on a 187-day (including 7 supplemental days), single track, non-year-round calendar. The official first day of school for the 2014-15 school year will be on Monday, August 4, 2014 and the last day instruction will be Friday, June 5, 2015. AOOC is located within the boundaries of Los Angeles Unified School District (“LAUSD” or the District”) at 2023 South Union Avenue, Los Angeles 90007.

Alliance Ouchi-O’Donovan 6-12 Complex is an independent public charter school developed and operated by Alliance College-Ready Public Schools, a non-profit organization that works with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and college-readiness in high schools. Alliance Ouchi-O’Donovan 6-12 Complex provides another educational option for parents as provided in *No Child Left Behind*.

The purpose of Alliance Ouchi-O’Donovan 6-12 Complex is to maintain the highest quality educational program for middle and high school students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced performance on standards and on preparing all students to enter and succeed in college. AOOC consists of a 6th-8th grade academy and a 9th-12th grade academy, both governed under a single charter. While the

academies operate under a single charter, each academy has its own principal and its own faculty and staff.

Alliance Ouchi-O'Donovan 6-12 Complex is transitioning in to the Blended Learning for Alliance School Transformation (BLAST) school. BLAST is an integrated technology educational model that builds upon Alliance's successful college prep curriculum. This new way of learning integrates technology into the classroom, making learning more relevant, differentiated, personalized, with active student engagement. The model was piloted in 2010-11 at two Alliance high schools and expanded to five high schools and five middle schools within the Alliance by 2013-14. NEA Policy Brief, 2011. Blended Learning,¹ supports a Blended Learning approach to teaching when it is directed by a licensed teacher. This policy brief defines blended learning as a combination of face-to-face instruction and the use of technology, and it provides recommendations that will help to ensure that the technology used in the educational process improves learning opportunities for students, reduces inequities, and improves the quality and effectiveness of instruction.

The implementation of BLAST at AOOC's middle academy began in 2012-13. It is being rolled out one grade level at a time, beginning with 6th grade in 2012-13 and reaching academy-wide full implementation of 6th-8th grade participation in 2014-15. The high school academy began implementation in 9th grade in 2013-14 and will reach academy-wide full implementation of 9th-12th grade participation in 2015-16.

The structure of BLAST classrooms is dynamic and is established by the classroom teacher based on use of real time data. The teacher groups students according to academic needs. These groupings are flexible and can be changed by the teacher according to performance data and a multitude of factors including, but not limited to, student needs, progress and outcomes.

At any given point during a two-hour block period, as few as one or as many as three of the following stations/groupings are in operation in a typical BLAST classroom.

- **Whole Group Instruction** – Teachers provide direct instruction to the entire classroom as one group. This can be as an introductory mini lesson to teach or review standards, review goals and schedule for the day (whiteboard configuration), digital agendas and other clarification of expectations prior to breaking into smaller group stations, or can be used more extensively to teach new standards or reteach standards that are problematic for the larger group.
- **Teacher-Led Small Group Instruction Station** - Teachers provide direct instruction with individualized attention to a small group of students.
- **Individualized Online Learning Station** - Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.
- **Collaborative Learning Station** - Students work collaboratively in small groups, to apply their learning by creating presentations, videos, and other projects that demonstrate understanding of skills and concepts applied to real world issues, while encouraging peer-to-peer cooperation.

The effective use of these stations by the teacher keeps students engaged and involved in their own learning.

Teachers and students are supported by the use of technology, which is planned in advance with a digital agenda so that students learn to be more self-directed. The student to laptop ratio in the classroom is 2:1 in the middle school academy and will be 1:1 in the high school academy as it transitions to BLAST. Students are working at their own different levels, with technology programmed to address standards and skills based on individual need. Students receive increased and better planned differentiated instruction through digital content.

¹ NEA Policy Brief, 2011. *Blended Learning*,

AOOC will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement.

Mission

The mission of Alliance Ouchi-O'Donovan 6-12 Complex is to operate a small high performance school that prepares all students to graduate and prepares all students to enter and succeed in college. Through BLAST, AOOC will have the additional mission of using technology to create 21st century learners ready for college success through individualized student-centered instruction that makes academics both personal and relevant for every student. To do this, the BLAST model will incorporate on-site distance learning, digital content, and interactive tools while leveraging human capital. Moreover, AOOC students will develop resilient character and strong critical thinking/collaborative skills. These skills will create college-ready, socially responsible, and globally minded citizens that are an integral part of the community and beyond.

Vision

The vision of Alliance Ouchi-O'Donovan 6-12 Complex is to provide a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices and to serve as a research and development model for the District and other public schools.

AOOC's 6th-8th grade academy will consistently demonstrate student readiness for high school with a high success rate in student proficiency on state content/common core standards; continuous progress towards 100 percent success rate in meeting middle grade culmination requirements; continued student attendance rates of 95 percent; and achieving a 100 percent success rate of students enrolled for at least three years who will culminate ready to successfully enter high school with a focus on college-preparation. The 9th-12th grade academy will consistently demonstrate student readiness for success in college with a high success rate in student proficiency on state content/common core standards, 80-100 percent success rate in passing high school exit exams, dramatically reducing the dropout rate to less than 10 percent, and achieving a 80-100 percent success rate of students enrolled for at least four years who will graduate ready to successfully enter college.

Values/Beliefs

The core values of the Alliance Ouchi-O'Donovan 6-12 Complex reflect² best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in college. Alliance Ouchi-O'Donovan 6-12 Complex will insure the following:

- Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. In BLAST classrooms, students receive even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates learning to where they need to be to graduate ready for success in high school and college.
- Student Engagement – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students actively involved in the educational process in the classroom directly affect student learning. Through BLAST, students are also engaged in helping to manage their own learning through online curriculum, individualized pacing driven by real-time data feedback, online student learning communities, and multimedia delivery of instruction.
- College Readiness for All Students – All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right

²Betsy Hammond and Bill Graves, *The Oregonian, Ten Practices that Set High-performing High Schools Apart. August 2010*

to high expectations and quality instruction that prepare them to enter and succeed in college. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.

- Increased Time for Learning - All students must have sufficient time in school to learn successfully. The school offers a school year of up to 187 days of instruction (including 7 supplemental days) and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer 2-hour blocks of time to allow for focused in-depth learning. Students will also have access to extended online resources, be able to replay online content, and access other features allowed by using technology, creating 24/7 learning opportunities. *Research Demonstrates How Increased Learning Time Can Lead To Higher Achievement*³
 - An analysis of three years of test data from Illinois schools found a direct correlation between more time spent in reading and math class and higher student achievement in those subjects.
 - Research from Harvard economist Roland Fryer examined charter schools in New York City to identify those elements within schools that had the greatest impact on academic outcomes. The analysis included many traditional measures like teacher credentials and class size, but found that those factors had only weak correlations with student achievement. Instead, the research determined that instructional time—measured as the time students were actually engaged in learning—and high-dosage tutoring were much stronger predictors of higher achievement.
 - A study of hundreds of students in Wisconsin identified a 10 percent association – a moderately high correlation – between the quantity of time students were engaged in learning and outcomes among higher achieving students, and a much higher association (36 percent) for the lowest achievers.
 - In an evaluation of the charter schools in New York City, analysts discovered that *among* charter school students those who attended schools with a significantly longer school year (which usually was strongly associated with a longer day) performed much better than their peers in charter schools with years of more conventional length. In fact, expanded time registered one of the strongest correlations among the roughly 30 different factors considered.
- Services for English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies are provided for all students including students learning to speak English as a second language and for English only students who speak non-standard English. Digital content used in blended learning classrooms offers more supports for English language learners, such as English as a Second Language (ESL), primary language support, text-to-speech, and replay.
- How Students Learn Best – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. The BLAST model provides students with individualized, group, and project-based learning opportunities to better prepare students for high school and college, and provides individualized data driven instruction that meets individual student learning styles.
- Integrated Technology – Students and teachers will have adequate access to technology so that it can be used it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.

³ *Massachusetts 2020, More Time for Learning: Promising Practices and Lessons Learned, 2010.*

- Principal Leadership – Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. We believe that the best way to develop exemplary principals is through ongoing leadership training. AOOO will have one principal for the 6th-8th grade academy and one principal for the 9th-12th grade academy.
- Highly Qualified, Highly Effective Teachers – Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, we search for and develop these skills in selecting teachers. Our teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility. Teachers receive focused BLAST training before school starts, weekly, and quarterly as they implement the model. The blended learning model will help teachers become even more effective by focusing on real-time data use to make decisions about curriculum and instruction. The technologies implemented will monitor and record teacher feedback to students on their work, logins, and classroom performance; supporting transparent teacher accountability and development.
- Parents as Partners – Parents are meaningfully and actively engaged in their children's education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children's learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering. Technology training will be provided to engage parents as part of the blended learning process, to provide parent access to real-time data on student progress and activities, and to support more effective parent contributions to their child's education.
- Authentic Ongoing Assessment – There are multiple ongoing opportunities to measure student learning and to inform instruction through daily online data feedback for students and teachers, real life projects, analysis of student work portfolios, interim assessments, and mandated standardized on-demand assessments. BLAST online digital content will include regular assessments and real-time data, and ongoing formative and summative assessments will be online.
- Accountability for Results – The principals are responsible and accountable to Alliance College-Ready Public Schools and to the school community for implementing the core values, beliefs and best practices, insuring that each and every student gets what they need to achieve their individual and school performance goals. Teachers and principals are individually and collectively accountable for meeting multiple targets for academic achievement.

ELEMENT 1: THE EDUCATIONAL PROGRAM

GENERAL INFORMATION - *District Required Language*

- The contact persons for AOOO are Edith Funes, Principal of 6th-8th grade academy and Dea Tramble, Principal of 9th-12th grade academy.
- The contact address for AOOO is 5356 South 5th Avenue, Los Angeles, CA 90043.
- The contact phone numbers for AOOO are 6th-8th grade academy - (323) 294-3172, 9th-12th grade academy - (323) 596-2290.
- The proposed address or target community of AOOO is 5356 South 5th Avenue, Los Angeles, CA 90043, which is located in Los Angeles Unified School District ("LAUSD" or "District") Board District 1 and Educational Service Center XR (W).
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 6 - 12.
- The number of students in the first year will be 1,000.
- The grade level(s) of the students in the first year will be 6 - 12.
- The scheduled opening date of Charter School is August 4, 2014 (for 2014-15 school year).
- The admission requirements include: Students must be residents of the state of California, have submitted an application, and been selected in a public random lottery, should the applications received exceed space available at the time of deadline.
- The enrollment capacity is 1,000. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: extended day/year.
- The bell schedule for Charter School will be: see page 24.
- If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN – *District Required Language*

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." § 47606.5(e).

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) – ANNUAL GOALS AND ACTIONS TO ACHIEVE ALIGNED TO EIGHT STATE PRIORITIES

The AOOO Local Control Accountability Plan (LCAP) includes the school's annual goals in each of the eight CA identified priority areas representing key ingredients of our high-quality educational program.

Our LCAP includes a description of required data and how we will measure success in each of the eight areas and includes both annual school-wide goals and goals for each numerically significant student subgroup in our school (30 students minimum students by ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth – 15 student minimum).

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
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State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p>1. Student Achievement</p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <p>A. <i>CA Measurement of Academic Progress and Performance on statewide assessment</i></p> <p>B. <i>The Academic Performance Index (API)</i></p> <p>C. <i>Percentage of pupils who are college and career ready</i></p> <p>D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></p> <p>E. <i>EL reclassification rate</i></p> <p>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	<ul style="list-style-type: none"> • Student performance schoolwide and for all subgroups will annually reflect increase of at least 10% students proficient/advanced and reduced by 10% of students below/far below on required CST science and CAHSEE assessments and Smarter Balanced Assessments when implemented in 2015. • Alliance interim benchmark assessments on CC and CA standards as we transition will reflect ongoing improvement in 10% of students schoolwide and for all subgroups achieving proficient advanced performance • API scores will achieve state rank 8 or higher • 90% of students schoolwide and for all subgroups will complete A-G Courses with a grade of C or higher to earn a diploma in 4 years • 100% of EL students will annually increase proficiency on CELDT skill areas • Annual reclassification rate will match or exceed LAUSD and CA rate • % of students schoolwide and for all subgroups participating in AP courses and passing exams at 3 or higher will annually increase to match or exceed national averages 	<ul style="list-style-type: none"> • Implement in ongoing differentiated professional development focused on effective instructional practices aligned to CCSS, ELD, Advanced Placement Instruction • Implement Instructional guides and interim benchmark assessments aligned to CA and/or CC standards as we transition • Submit all A-G courses for UC approval • Track student course credits and completion of required courses each semester • Promote ELA support classes to support English Language Development in addition to differentiated instruction in core content courses • Track annual CELDT results and provide data for each teacher for EL students in their classrooms • Provide professional development on ELD instructional strategies • Provide Advanced Placement Course instructional guides and interim assessments. 	<ul style="list-style-type: none"> • Report, analyze, compare disaggregated interim and annual results to determine annual progress and progress overtime. • Review annual API state rank results when published by CDE. • Track and report disaggregated student completion of course requirements in 4 years and include in annual dashboard • Track and report EL student data on CELDT proficiency and include in annual dashboard • Compare school annual reclassification rate to LAUSD and CA rates and include in annual dashboard. • Compare disaggregated WCOHtS AP Exam Pass rates annually to determine growth and compare to CA and National

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p>2. Student Engagement</p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <p>A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates</p>	<ul style="list-style-type: none"> Annual average daily attendance rate schoolwide and for all subgroups will be 95% or higher Chronic absenteeism will be less than 3% of students enrolled Annual dropout rate for all students schoolwide and for all subgroups including all subgroups will be 0% Annual high school cohort graduation rate schoolwide and for all subgroups will be 90% or higher including subgroups 	<ul style="list-style-type: none"> Track monthly student attendance rate Recognize perfect attendance and students who achieve 95% + Attendance rate Call parents of students not in attendance daily before the end of the first period Establish school SARB committee to address students with chronic absenteeism. Engage parents and students in tracking course completion Provide access to credit recovery via summer session and online courses for all students 	<p>rates.</p> <ul style="list-style-type: none"> Compare disaggregated actual attendance to 95% target Compare disaggregated actual dropout rate to target Compare disaggregated records of students with chronic absenteeism to determine reduction Track and report disaggregated cohort graduation data and include in annual dashboard.
<p>3. Other Student Outcomes</p> <p><i>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable</i></p>	<ul style="list-style-type: none"> students schoolwide and for all subgroups demonstrating advanced/proficient performance on Alliance subject area benchmarks will increase 10% throughout the year students schoolwide and for all subgroups achieving a passing grade of C or better for initial credit will increase 10% annually 	<ul style="list-style-type: none"> Establish clear expectations through instructional guides for content area interim benchmark assessments aligned to CALMAPP, CA and AP standards as appropriate. Establish clear expectations for proficient student work through consistent rubrics for standards based grading 	<ul style="list-style-type: none"> Track, compare, report disaggregated data to determine growth in AP pass rates. Track, compare, report disaggregated student grades to determine pass rates.
<p>4. School Climate</p> <p><i>School climate, as measured by all of the following, as applicable:</i></p> <p>A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils,</p>	<ul style="list-style-type: none"> 0 student suspensions for willful defiance; % of student suspensions will be less than 3% 0% of student expulsions where discretionary 80% of students, teachers, and parents will have a school satisfaction 	<ul style="list-style-type: none"> Promote positive student behavior to mitigate discipline problems before they occur through student recognition; consistent classroom behavior expectations 	<ul style="list-style-type: none"> Track, compare, report disaggregated student data on suspensions, expulsions, to determine if targets are

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p><i>parents, and teachers on the sense of safety and school connectedness</i></p>	<p>rate including school safety and school climate at 4 or 5 out of 5</p>	<p>schoolwide; actively engage students in effective teaching and learning.</p> <ul style="list-style-type: none"> • Provide students with alternatives to suspension such as community service; peer mediation; Phone call to parents and/or a parent conference; After school or lunch detention; Co-curricular activity suspension (sports or clubs); Restitution (financial or social, such as a written apology); School-based or home-school contingency contract; Saturday school • Prohibit suspensions for willful defiance • Adhere to legally mandated expulsion requirements • Engage parents, students, staff and community in maintaining campus cleanliness and safety. • Conduct annual parent, student, staff satisfaction surveys. 	<p>met.</p> <ul style="list-style-type: none"> • Compare annual satisfaction survey results to determine if targets are met.
<p>5. Parent Involvement</p> <p><i>Parental involvement, including efforts to seek parent input for making decisions, and how the school will promote parent participation</i></p>	<ul style="list-style-type: none"> • 100% of School Town Hall Meetings, Coordinating Council meetings, School Board meetings will reflect parent input in decision-making. • 80% Parent surveys will reflect parent satisfaction with opportunities for input in decision-making • 100% Alliance parent university and parent communications will 	<ul style="list-style-type: none"> • Provide ongoing training for parents on advocating for their children and the school • Provide information in school meetings to support parental informed input in decision-making • Provide information for parents on disaggregated student performance 	<ul style="list-style-type: none"> • Review meeting agendas to confirm parent training and engagement in decision making • Review agendas to confirm information provided and parent

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
	reflect promotion of parent participation in programs for students with special needs.	data and differentiated instruction and support services	participation in programs for students with special needs
<p>6. Basic Services</p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	<ul style="list-style-type: none"> • 100% of teachers will be assigned appropriately for course and students taught • 100% of teachers will possess required credential certification including university interns • 100% of students schoolwide and all subgroups will have access to online and/or hard copy Common Core and where appropriate CA standards aligned instructional materials and assessments with differentiation for students with special needs and English Learners. • School facility will be on schedule with planned preventive maintenance and repair. Students, staff, and parents will rate satisfaction with condition school facility a 4 or 5. • 100% of any students schoolwide and all subgroups expelled with have a plan for coordination of instructional services as part of the expulsion plan • 100% of foster youth will be identified and special services needed will be coordinated with case workers 	<ul style="list-style-type: none"> • Credentials of all teachers hired will be reviewed by Alliance HR • No teachers will be permitted to begin work until credentials have been verified • Provide iPad with Pearson ELA and Math Common Core Courses for all students beginning spring 2014. • Monitor sufficient access to instructional materials for all students • Coordinate school maintenance and repairs with Alliance home office facilities maintenance • Monitor scheduled maintenance and repairs to insure completion in a timely manner. • Maintain 2% reserve for regular maintenance and repair. • Contact receiving institution to provide instructional profile for any student expelled. Send student work home during the expulsion process. • Identify and track foster youth in PowerSchool • Establish communication with Foster Care case worker to identify any 	<ul style="list-style-type: none"> • Review staffing records to confirm appropriate credentials • Review student records to confirm access to iPads and access to sufficient instructional materials. • Track and report action completed on scheduled maintenance and repairs.

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p>7. Course Access</p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <ul style="list-style-type: none"> • “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(j)) 	<ul style="list-style-type: none"> • 100% of middle and high school courses including advanced placement courses offered will be reviewed and approved in the Alliance Annual Course Catalogue. • 100% of all students schoolwide and all subgroups will be informed of their progress each semester and will be informed of classes they need to take and can choose to take in the Alliance student credit check Personal Learning Plan (PLP) • Master schedules will reflect that students schoolwide and all subgroups with special needs access to and are enrolled in appropriate support courses to meet their needs. 	<p>needed services.</p> <ul style="list-style-type: none"> • Complete Alliance personal learning plan (PLP) profile for each student to monitor course completion. • Inform parents and students schoolwide and each subgroup each semester of the status of students on track to graduate with course credits earned, courses need to be on track to graduate and courses they can choose to take including electives. 	<ul style="list-style-type: none"> • Compare and report annual disaggregated data from PLPs on student course assignments to determine targets met. • Analyze master schedules to confirm that students are enrolled in appropriate courses.
<p>8. Implementation of Common Core</p> <p><i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i></p>	<ul style="list-style-type: none"> • 100% of students schoolwide and each subgroup will participate in Common Core Instruction, interim assessments and SBAC assessments in English and Math beginning in 2014-15. • 100% of students schoolwide and each subgroup will be provided an iPad loaded with Pearson Common Core ELA and Math Courses that include interventions for EL students and students with special needs. • 100% of students schoolwide and each subgroup will 	<ul style="list-style-type: none"> • Continue participation in Alliance transition to common core professional development, instructional shifts and interim assessments • Engage Alliance Common Core Transition content directors and coaches in supporting classroom teachers. • Conduct annual baseline and end of year lexile level assessment. • Establish schoolwide reading 	<ul style="list-style-type: none"> • Analysis of data on interim assessments • Track student records of iPad distribution • Annual analysis of lexile level growth reports

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
	demonstrate annual lexile level growth based on fall and spring Achieve 3000 level set tests.	at differentiated lexile levels	

Estimated Enrollment By Grade Level

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 6	150	150	150	150	150
Grade 7	150	150	150	150	150
Grade 8	150	150	150	150	150
Grade 9	150	150	150	150	150
Grade 10	140	140	140	140	140
Grade 11	130	130	130	130	130
Grade 12	130	130	130	130	130
TOTAL	1000	1000	1000	1000	1000

Who Alliance Ouchi-O'Donovan 6-12 Complex is Attempting to Educate

Alliance Ouchi-O'Donovan 6-12 Complex is an independent charter school that serves students in grades 6-12, providing an alternative choice of quality education in the Crenshaw High School community.

Alliance Ouchi-O'Donovan 6-12 Complex provides a sound educational program for all students in attendance through its rigorous college preparatory curriculum, culture of high expectations for all students, highly effective and highly qualified teachers, and principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

The academic outcome data in the demographic chart of schools in the community to be served (see following page) reflects a large, underserved, urban student population and provides objective market research and rationale for the need of the proposed instructional program. Alliance Ouchi-O'Donovan 6-12 Complex seeks to recruit high school and middle school students in the following school communities to improve academic performance as a priority.

**ALLIANCE OUCHI-O'DONOVAN 6-12 COMPLEX
DEMOGRAPHIC INFORMATION FOR SITE**

(Surrounding Schools Data) – Source CDE Data Quest: Student and School Data Files, API Data Files for 2012-13, and 12-13 Accountability Progress Reporting

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	%Major Ethnicity #3
Crenshaw HS	1222	No	Year 5	No	No	550	1	3	93.58	14	8	69 Af Amer	30 Latino	
Foshay Learning Cntr	2031	No	Year 5	Yes	No	719	2	2	87.05	8	15	83 Latino	16 Af Amer	
Manual Arts HS	1867	No	N/A	Yes	Yes	626	1	4	83.86	13	26	81 Latino	18 Af Amer	
Audubon MS	781	No	Year 5	No	No	696	2	9	86.07	18	12	62 Af Amer	36 Latino	1 Asian
Mann MS	468	No	Year 5	No	No	573	1	1	86.33	25	16	55 Af Amer	44 Latino	
Muir MS	1169	No	Year 5	Yes	Yes	687	1	2	81.6	12	26	81 Latino	19 Af Amer	
Carver MS	1087	No	Year 2	No	No	623	1	1	86.93	11	31	92 Latino	7 Af Amer	
Obama MS	1118	No	Year 2	No	No	620	1	2	88.82	15	25	69 Latino	31 Af Amer	
Angeles Mesa ES	415	No	Year 5	Yes	No	705	1	3	87.18	18	25	51 Latino	49 Af Amer	
42 nd Street ES	292	No	Year 5	Yes	No	641	1	1	92.31	13	11	68 Af Amer	28 Latino	2 White
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	%Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	%of ELL Students	%Major Ethnicity #1	%Major Ethnicity #2	%Major Ethnicity #3
View Park Prep	410	No	Year 2	No	No	690	3	7	69.02	6	0	94 Af Amer	2 Latino	1 White
Animo Inglewood	630	No	Year 1	Yes	Yes	809	6	10	90	5	14	83 Latino	11 Af Amer	
Lou Dantzler MS	261	No	Year 2	No	No	625	1	1	89.66	12	2	86 Af Amer	13 Latino	1 Amer Ind

AOOC Demographics:

Year	Ethnicity			ELL	Special Education	Free and Reduced Lunch
	Latino	African American	Other			
Alliance William and Carol Ouchi High School						
09-10	83.1%	16.5%	.4%	19.4%	6.4%	87.8%
10-11	85.7%	14.3%	0%	19.6%	6.2%	94.7%
11-12	86.6%	13.2%	.2%	21.7%	6.2%	96.3%
12-13	85.9%	13.8%	.3%	16.9%	6.9%	95.9%
Alliance Christine O'Donovan Middle Academy						
09-10	82.6%	17.4%		27.9%	6%	97%
10-11	85%	14.7%	.3%	28.5%	7%	96.3%
11-12	84.8%	14.9%	.3%	20.8%	8.1%	88%
12-13	86.2%	13.6%	.2%	23.3%	10%	91.1%

Source: CDE Data Quest

AOOC Enrollment: Alliance Ouchi-O'Donovan 6-12 Complex enrolls approximately 1,000 students in grades 6-12 annually. Each grade level will serve approximately 150 students in grades 6-8 and approximately 130-140 students in grades 9-12, with an academic pupil/teacher ratio of 25-30:1.

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

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits in order to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.⁴

The Alliance Ouchi-O'Donovan 6-12 Complex curriculum, instructional methodology, and environment are designed to prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with ⁵clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous. One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.⁶
 - 100% college readiness as a goal for all students.
 - Focus on developing proficiency in interpersonal skills, communication skills, critical thinking and high level proficiency in core content standards.
- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn, and is designed to adapt to students' diverse learning styles.

⁴ Douglas Kellner, *New Media and New Literacies: Reconstructing Education for the New Millennium*, UCLA, 2000

⁵ Lauren Resnick, *Institute for Learning, Principles of Learning*, 1995

⁶ Doug Lemov, *Teach Like a Champion*, March 2010

- When learning is personalized to students' needs in a small school structure where students and teachers work together in small learning communities. When there are personal learning plans for students with additional learning time for students to accelerate or to enrich their learning, and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.
- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment where staff and students know and respect each other and each other's similarities and differences.
- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students' real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.
- When guidance and support are provided for all students through highly qualified inspiring teachers, exemplary principals, and through parents as partners in their child's education.

The objective of enabling students to become self-motivated, competent, life-long learners will also be met by the school through the use of digital content that provides immediate feedback to students on their proficiency and readiness to move to the next level; through the application of skills and concepts in the collaborative classroom station where students work in teams to develop projects that require leadership, self and team evaluation; through the opportunity to progress and manage learning and defend knowledge through presentation of projects

Core Values

Alliance Ouchi-O'Donovan 6-12 Complex students, staff and community embrace five Alliance core values in maintaining the culture of the school:

1. High Expectations For All Students
2. Small Personalized Schools And Classrooms
3. Increased Instructional Time
4. Highly Qualified Principals And Teachers
5. Working With Parents As Partners

The culture of our school, in support of our core values, reflects:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing that all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.

“A Typical Day at Alliance Ouchi-O’Donovan 6-12 Complex”

A visitor to our school will observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

In order to minimize morning traffic congestion, the two academies stagger their start times. Middle school academy students arrive by 7:30 a.m. and high school academy students arrive by 7:45 a.m., all wearing the Alliance College-Ready Public Schools logo uniform. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, vigilant principals and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school’s focus on getting ready for college with college pennants displayed throughout the school and in classrooms.

On regular schedule days, students are seated in their classrooms ready to begin class by 7:45 a.m. for middle school grades or 8:00 a.m. for high school. Teachers begin each period by recording attendance on their laptop computer using Pinnacle, the school’s data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

All students begin their day with the first of three two-hour block periods. All students learn in groups small enough to insure that each student receives individual attention.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. Content standards are clearly evident as the focus of instruction in the agenda for the day, which is displayed in each classroom on a white board, chart or, in BLAST classrooms, on a digital agenda. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through “accountable talk” about what they are learning in pairs, small group, or whole class interaction.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is “good enough” and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including digital content and traditional textbooks. Integrated technology is used in science projects in CollegeYes i3 Innovation Technology Grant Implementation using iPads in 6th and 9th grade science classes and advisory classes, and by connecting learning to real life applications.

Courses offered include Advanced Placement, honors classes and A-G requirements for high school students and rigorous middle school courses. Academic electives provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels for every grade.

All students have the opportunity to participate in the nutrition meal program after their first class of the day. Nutrition is part of the federal meal program and service is provided by the school’s selected vendor for students eligible for full, reduced or free meals. Student eligibility is kept confidential and all students are encouraged to eat healthy meals as part of the school’s health program. After nutrition, students have their second full class of the day, which is followed by a 30-minute lunch period.

The middle school academy students have their advisory after lunch, followed by their final class of the day. The high school students have their third class after lunch and end their day with advisory. In advisory, their teacher and the same small group of 15 to 20 students, welcome them. No student is allowed to “fall through the cracks” of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students’ counselor so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Because of the layout and small size of the campus, passing from period to period throughout the campus and hallways takes place within 3-5 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. Student groupings vary and English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with “sheltered English” instructional strategies based on individual needs.

After school tutoring and Saturday classes are available for students performing below or far below basic levels based on quarterly interim assessments and teacher assessment. Students receive tutoring based on their individual learning plan. The digital content from programs like Apex Learning, Compass

Learning Odyssey K12, Revolution Prep, and Achieve 3000 is also available for students 24/7. The campus is buzzing with extracurricular activities after school and on Saturdays that include student interest clubs, cheerleading, and competitive sports as well as with parent and community members to whom the campus is open.

Any student interviewed will proudly tell visitors, "I'm getting ready for college." They are likely to be the first in their family to have the expectation and the opportunity to go to college.

Curriculum and Instructional Methods to Ensure that Standards Are Met

The educational model for curriculum and instruction at Alliance Ouchi-O'Donovan 6-12 Complex is guided by our core values, our beliefs about how learning best occurs and by ⁷best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Alliance Ouchi-O'Donovan 6-12 Complex's curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards. AOC and all Alliance schools are committed to early implementation of Common Core-aligned curricular units and assessments. The phased transition and implementation plan, which began in the 2012-13 school year is included for more detailed information (Appendix E).

The Alliance blended learning model is a mix of learning technologies and interactions resulting in a socially supportive constructive learning experience. It utilizes digital content and instructional technology to create a unique classroom environment which allows students to grow as independent learners while the teacher focuses on group and targeted differentiated instruction. The teacher is no longer the sole distribution mode for instruction. To support the Alliance model, the blended learning environment 1) re-thinks the role of the teacher, 2) allows each core teacher to maintain an effective instructional group of students, and 3) maintains our block schedule which fosters an atmosphere of rigor and focus on the core subjects while providing flexibility around elective participation. Students have access to laptops in the classroom daily, participate in in-classroom rotations and are able to utilize one or all of the following learning technologies: distance learning, digital content, online courses and interactive tools.

BLAST Digital Content - Digital Content is web-based program content that provides access to personalized and differentiated instruction. Students and teachers are able to access content 24/7. Students become highly reflective learners when there is immediate access to formative and summative data. Web-based programs respond to individual student data by personalizing their next series of activities and lessons. Examples of web-based digital contact programs used in BLAST implementation include, but are not limited to:

- Revolution Prep: Supplemental digital content for Math/English Support, Algebra 1
- Compass Learning: Online course curriculum content in core subjects is used to either supplement or replace traditional textbooks, at the discretion of the principal and teachers, in English 6, 7, 8, Algebra I, Geometry, Algebra, Science, Social Studies
- Achieve 3000: Supplemental literacy digital content to accelerate student reading in English, Science, Social Studies, Spanish, ELL, Special Ed

Digital Content	Subject(s)				Grade Level						
	Math	English	Science	Social Studies	6	7	8	9	10	11	12
Compass Learning	X	X	X	X	X	X	X	X	X	X	X
Virtual Nerd	X				X	X	X	X	X		
Pearson Common Core	X	X			X	X	X	X	X	X	X
Aventa Learning	X	X	X	X	X	X	X	X	X	X	X
Achieve 3000		X			X	X	X	X	X	X	X
My Access Writing		X			X	X	X	X	X	X	X
Adaptive Curriculum			X		X	X	X	X	X	X	X
LearnZillion	X				X	X	X	X			
Revolution K12	X				X	X	X	X	X		

⁷G. Sue Shannon, *Nine Characteristics of High Performing High Schools*, 2001

College-Readiness for All Students - All students, including students with a history of under-achievement, can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in high school and college.

Our students will demonstrate the following competencies as evidence of readiness for success in high school and college.

- Students will demonstrate consistent progress towards proficient to advanced performance as measured by California content/common core standards tests and in analysis of student work portfolios in core academic subjects.
- All students in the 9th-12th grade academy will pass the California High School Exit Exam as a graduation requirement.
- Students in the 9th-12th grade academy will demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including at least two years of laboratory science; three years of math including algebra and geometry; two years of history/social science; four years of English; two years of foreign language; one year of visual/performing arts; at least one year of college prep electives; and will participate in a college orientation preparatory summer institute during their junior or senior year.

All A-G courses of Alliance Ouchi-O'Donovan 6-12 Complex are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in all student recruitment and student enrollment materials, which are available in both English and Spanish.

With the passage of AB 484, students in their junior year take the SBAC grade 11 English and math assessments that will be used for the Early Assessment Program effective as of spring 2015. Students who demonstrate proficiency on EAP are exempt from taking the CSU Placement Test and are eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus. A personal learning plan is provided to assist students during their senior year in areas of need diagnosed by the early assessment to prepare them for the CSU Placement Test.

Student performance data from the results of college-readiness exams (i.e. PSAT, SAT, ACT) is collected and analyzed to monitor student preparation for college level coursework.

Alliance Ouchi-O'Donovan 6-12 Complex maintains a "college going culture" for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information (through organizations including *Acción*, *College-Match*, *University of California College Prep Initiative* which includes variety of online AP and A-G courses taught by qualified teachers and meeting California subject and UC admissions requirements; online tutoring provided by upper-class UC undergraduates and subject experts; AP exam prep sessions; access to free SAT/ACT test prep, and UC Gateways which offers career assessment and general college information) are presented to students, parents, and community members in workshops and, at the high school level, through Alliance College-Bound Counselors in individual and group student counseling. Alliance parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of Alliance College-Bound Counselors serving as a resource to classroom teachers and principals.

Personalized Learning Environment - ⁸Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

Through our small school environment, Alliance Ouchi-O'Donovan 6-12 Complex creates small learning communities, where relationships between adults and students are sustained over time ensuring that no child falls through the cracks.

Student learning is personalized so that each student's individual needs are recognized and met. Personalized connections between teachers and students are increased through looping where students remain with the same Advisory teacher for the student's middle school years, creating a strong sense of community. Teachers work in grade level teams and share data and responsibility for the grade level group of students. Having three two-hour periods per day limits daily teacher-student contacts to not more than 90 students per day, increasing teacher time to focus on students as individuals

Students actively involved in the educational process in the classroom directly affects student learning. In BLAST classrooms, students are engaged with online curriculum, real-time pacing, online communities, and multimedia delivery of instruction – methods that have proven to engage students in a more meaningful way with work that is personalized, targeted to individual skills and paced to meet individual student needs.

Student Engagement - Student voice is included in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect each student with a personal learning team and through student participation in the development of their individual student learning plans. All students are well known and supported through advisory groups of 15-20 students. The advisory structure provides a small focused support group to motivate and support each student's progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor monitors each student's personal learning plan to address individual interests and needs.

Increased Time for Learning – All students have sufficient time in school to learn successfully. Instructional time is increased at AOOC, with 187 days of instruction (including 7 supplemental days). Daily instructional learning time includes 7.5 hours of instruction. Schedules are structured to provide longer, uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.

As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs. Students will have access to extended online resources, to replaying online courses and other features technology allows, creating 24/7 learning opportunities.

English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies is provided for all Alliance Ouchi-O'Donovan 6-12 Complex students learning to speak English as a second language and English only students who speak non-standard English. Second-language learners and non-standard English speakers are expected to demonstrate proficiency in English language development after three years of instruction.

⁸*Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low income and minority students.*

Teachers participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English. Digital content used in blended learning environments offers more supports for English language learners, including English as a Second Language (ESL), primary language support, text-to-speech, and replay.

Instructional Methods - Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

Alliance Ouchi-O'Donovan 6-12 Complex students learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous CA Content/Common Core standards.

Instructional methods and strategies include students applying skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning in small classrooms with teacher facilitated learning and inquiry based learning aligned to the Charlotte Danielson Framework for Effective Teaching..

Instructional methods include ⁹project based learning. Alliance Ouchi-O'Donovan 6-12 Complex is transforming the learning environment from a system of teacher output and student input to a self-directed learning environment in which teachers are facilitators and students are learners and doers.

BLAST classrooms provide students with group, project-based, and individualized learning opportunities to better prepare students for college and provides instruction that better meets individual student learning styles. ¹⁰The structure of BLAST classrooms is dynamic and is established by the classroom teacher based on use of real time data. The teacher groups students according to academic needs. These groupings are flexible and can be changed by the teacher according to performance data and based on individual student needs, progress and outcomes. At any given point during a two-hour block period, the teacher determines how the following stations/groupings are in operation in a typical BLAST classroom depending on specific goals for the day. Variation of classroom structure is part of the model and is driven by access to real time student data so that the classroom is flexible enough to make the right student gets the right lesson at the right time. If 10 students need more help they are given the extra help needed while the rest of the class moves on. If 10 students are ready to move on the rest of the class needs more help those 10 students can move using individualized digital playlists to meet their needs.

- **Whole Group Instruction** – Teachers provide direct instruction to the entire classroom as one group. This can be as an introductory mini lesson to teach or review standards, review goals and schedule for the day (whiteboard configuration), digital agendas and other clarification of expectations prior to breaking into smaller group stations, or can be used more extensively to teach new standards or reteach standards that are problematic for the larger group.
- **Teacher-Led Small Group Instruction Station** - Teachers provide direct instruction with individualized attention to a small group of students.
- **Individualized Online Learning Station** - Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

⁹ Linda Darling-Hammond, Stanford University: *10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning, 2002* – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

¹⁰ US Department of Education, *Evaluation of Evidence-Based Practices in Online Learning, 2010*

- **Collaborative Learning Station** - Students work collaboratively in small groups, to apply their learning by creating presentations, videos, and other projects that demonstrate understanding of skills and concepts applied to real world issues, while encouraging peer-to-peer cooperation.

The primary goal of BLAST instruction is to use technology as a tool to support individualized instruction so that students learn at their own pace, moving forward immediately when ready or taking as much time as needed to develop proficiency

Alliance Ouchi-O'Donovan 6-12 Complex classrooms engage students in developing clear understandings of criteria for high performance and how to judge and improve their own work, so that students know how good is good enough for proficient and advanced performance.

Integrated Technology - Our vision is that all students will be prepared for college and the workplace. The philosophy for curriculum and instruction at Alliance Ouchi-O'Donovan 6-12 Complex is guided by our five core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. Greenberg, Brian, Leonard Medlock, and Darri Stephens. "Blend My Learning: Lessons Learned from a Blended Learning Pilot." ¹¹This pilot was created to test several assumptions of the blended learning movement, measure its impact on student learning, and observe the effects on teacher experience. The BlendMyLearning project brought together Envision Schools, Google, Khan Academy, and the Stanford University School to chronicle the performance and engagement of low-performing high school algebra students receiving a mix of traditional teacher-led instruction and self-guided instruction taught by Khan Academy website.

A target ratio of one computer for every two students in grades 6-8 and one computer for every student in grades 9-12 (upon full implementation of BLAST at all grade levels) will ensure students adequate access to technology for effective use in student learning, classroom instruction, data management and communication.

Students have access to math and English language arts individual online support. Students use technology to access research information on the Internet, to develop standards-based multimedia projects and presentations, and to maintain individual portfolios of their work. Students actively engage in learning online and with teachers and high school students submit quarterly writing samples to the CSU writing assessment system for scoring.

The Alliance has been awarded \$5 million dollars in an i3 Federal Innovation Technology Grant called the CollegeYes i3 Grant (Appendix G). These monies, which are directed to the Alliance, are being used to ensure that technology is embedded in the curriculum at AOOC.

We believe that technology used as an effective tool in high-performing schools must provide electronic assessments and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.

Classroom teachers are provided iPads or laptops and use consistent data systems for managing grades, student performance data, and internal school and network communication with other schools. AOOC uses a data management system to access individual student and classroom data. Classrooms will be networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using Global Scholar and PowerSchool[®] and, if available, the LAUSD Secondary SIS.

Principal Leadership – The Alliance recruits principals from among the best talented leaders through professional organizations, local and national school districts, and university graduate school programs.

¹¹ Greenberg, Brian, Leonard Medlock, and Darri Stephens. "Blend My Learning: Lessons Learned from a Blended Learning Pilot.", 2012.

AOOC will have one principal for the 6th-8th grade academy and one principal for the 9th-12th grade academy. The Alliance selects exemplary principals who are capable instructional leaders and entrepreneurs in managing resources; who demonstrate commitment to the belief that all students can learn successfully; and whose skills and capacity are developed through in-depth leadership training and through apprenticeships with principals who have demonstrated success in their schools.

The principals participate in leadership training before the beginning of and throughout the school year. BLAST principals receive BLAST professional development monthly in addition to individualized professional development during monthly principal meetings. BLAST principals also receive training on the online content, technologies, assessments, and instructional methods.

Professional Development and Highly Qualified Teachers – Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Alliance Ouchi-O'Donovan 6-12 Complex teachers at each academy (6th-8th and 9th-12th) work in small collaborative teams (by subject and/or grade level) with common planning time where lessons and data are studied as a learning community and where accountability for student success is a shared responsibility.

Alliance Ouchi-O'Donovan 6-12 Complex, led by the principals, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs. The teaching staff for the 6th-8th grade academy and the 9th-12th grade academy will be recruited and supervised by the principal for that academy and, while they will collaborate when possible, will each operate as a separate staff.

Annual Professional Development Calendar:

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

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

Prior to the beginning of each school year, BLAST teachers receive additional training focused on the use of online content, technologies, formative assessments, and instructional methods. BLAST teachers also receive BLAST professional development weekly in addition to individualized professional development during quarterly teacher meetings regarding benchmark assessment results. Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and

student work portfolios as well as teacher identified growth needs and interests. BLAST Professional Development is planned and led by the Director of BLAST Implementation in collaboration with Alliance instructional leadership and teachers. BLAST schools work in partnership with EdElements, a non-profit partner who provides guidance and support for charter operators and districts nationally on the design and implementation of blended learning. New and experienced teachers also learn from the Alliance teachers who piloted and designed the initial blended learning model. Core Elements of BLAST ongoing Professional Development Include:

Foundations of Blended Learning

- How Blended Learning Impacts Instruction and Learning
- Individualizing Instruction
- Data Driven Teaching
- Blended Teacher Dashboard

The Role of The Classroom Teacher in Blended Learning

- Planning- Lesson Planning; Digital Agenda
- Digital Software
- Curriculum
- Classroom Layout
- Procedures for Managing Technology

The Role of the Principal in Blended Learning

- Aligning Blended Learning to Effective Teaching Framework
- Managing Technology Use
- Monitoring Student Progress

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Alliance Ouchi-O'Donovan 6-12 Complex assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

Authentic Ongoing Assessment – Alliance Ouchi-O'Donovan 6-12 Complex provides multiple ongoing opportunities to measure student learning and to inform instruction through real life technology projects, and analysis of online student work portfolios.

A personal learning plan is developed and maintained for each Alliance Ouchi-O'Donovan 6-12 Complex student, and used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness. Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.

Quarterly benchmark assessments are given every 6-8 weeks. Data Director is used to score and analyze data on interim assessments in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on progress towards proficiency on State standards. Teachers are supported in analyzing the data and planning their re-teaching week (the first week of any new quarter) and future instruction to best meet the current needs of students through professional development.

In BLAST classrooms, there will also be formative data that all teachers can pull on an ongoing basis from the online content providers within the BLAST model. These providers include, but are not limited to: Compass Learning, Virtual Nerd, Aventa Learning, Achieve 3000, My Access Writing, Adaptive Curriculum, LearnZillion and Revolution K12. All providers must provide real time data that will be useful to teachers, and training to ensure effective understanding and use of data. Through these programs, teachers know immediately how students are performing and where they are struggling. They can use this information to effectively group students in learning station rotations, differentiate individual and group tasks, and provide more adapted options for students to demonstrate their learning.

Secondary students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness. Alliance Ouchi-O'Donovan 6-12 Complex students also participate in all mandated standardized assessments. Alliance interim assessments are administered online for all students to prepare students for SBAC online assessments. Every student has an SBAC ready iPad or Laptop.

The new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. AOOO student technology goals include all students developing technology literacy and technology fluency. AOOO and the Alliance have integrated student use of technology for the past 8 years and for the past 3 years have increased student access to one device per student. We are well prepared to meet the challenge of developing student technology literacy and fluency.

Technology Literacy is the ability to responsibly, creatively and effectively use appropriate technology to:

- Communicate.
- Access, collect, manage, integrate and evaluate information.
- Solve problems and create solutions
- Build and share knowledge.
- Improve and enhance learning in all subject areas and experiences.

Technology Fluency is demonstrated when students:

- Apply technology to real-world experiences.
- Adapt to changing technologies.
- Modify current and create new technologies.
- Personalize technology to meet personal needs, interests and learning style.

Accountability for Results – The AOOO principals are responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model; and insuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance is responsible and accountable for guarantees made to Alliance Ouchi-O'Donovan 6-12 Complex in monitoring progress, and documenting and publishing results to the school community and the community of Los Angeles.

AOOO's two principals are hired with annual renewable contracts based on annual performance evaluation conducted by their Alliance VP of Schools. AOOO principals are responsible for and have the authority to select, hire, evaluate and recommend the termination of teachers in their academy based on teacher accountability for clear performance expectations and evaluation criteria.

Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, inform parents and the community on the degree to which Alliance Ouchi-O'Donovan 6-12 Complex is achieving its stated goals for individual students.

Academic Program

The courses offered at Alliance Ouchi-O'Donovan 6-12 Complex are structured to prepare students to enter and succeed in high school and college. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that each student develops proficiency in standards and that high school level students meet the A-G requirements of the University of California/California State University (CSU). All courses that are A-G are UC approved before they are entered into the Alliance Approved Course Catalogue whether in-seat or online.

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of C or better and that all high school students will pass all A-G and elective courses with a grade of C or better to graduate in 4 years with a minimum of 230 credits. When students need extra help and do not succeed the follow supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and or Math
- Tutoring After School or Saturdays
- Gateway Concurrent Enrollment in LA City College for eligible 11th Graders at Risk of Not Graduating
- Students not completing graduation requirements by the end of the summer following their 4th year are welcomed to attend a 5th year or until requirements are met

AOOC assures that its instructional program will address the CA State Standards and the Common Core standards when implemented by the State.

Current Grades 6-8 Courses

COURSES	Grade 6	Grade 7	Grade 8
English/Language Arts CORE	English and Literacy	English 7	English 8
Mathematics CORE	Math and Literacy	Pre-Algebra	Algebra 1 Math Common Core
Science CORE	Science and Literacy	Life Science	Physical Science Honors Science
History & Social Science CORE	World History: Ancient Civilization and Literature	World History: Medieval Times	US History Honors History
Physical Education	PE	PE	PE
Academic Electives	Destination Success (Applied Technology, Reading Support, Math Support)	Math Literacy Media Support	Math Science and Technology

ALLIANCE MIDDLE SCHOOL COURSE DESCRIPTIONS:

HISTORY/SOCIAL SCIENCE

WORLD HISTORY: ANCIENT CIVILIZATIONS 6

(Year) 6th GRADE

(World History and Geography: Ancient Civilizations)

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

WORLD HISTORY: ANCIENT CIVILIZATIONS AND LITERACY 6

(Year) 6th GRADE

This course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture, the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery. The sixth grade focus will be gaining social studies comprehension through increased fluency. Students will receive specific and intensive instruction in order to improve reading comprehension, fluency, vocabulary, and the ability to read a variety of social studies materials. Students will learn and practice a variety of specific strategies that they can use when reading social studies non-fiction text.

WORLD HISTORY: MEDIEVAL TIMES

(Year) 7th GRADE

(World History and Geography: Medieval and Early Modern Times)

This course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

UNITED STATES HISTORY 8

(Year) 8th GRADE

(United States History and Geography: Growth and Conflict)

The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

ENGLISH

ENGLISH 6

(YEAR) 6th GRADE

The major purpose of this course is to develop student focus and active engagement with text. They are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. The standards require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The *CA Reading/Language Arts Framework* (referred to as the Framework) highlights that sixth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English.

ENGLISH LANGUAGE ARTS AND LITERACY

(YEAR) 6th GRADE

The purpose of this course is to develop student focus and active engagement with the text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation. The 6th grade focus will be gaining reading comprehension through increased fluency. Students will receive specific and intensive instruction in order to improve reading comprehension, fluency, vocabulary, and the ability to read a variety of reading materials. Students will learn and practice a variety of specific strategies that they can use when reading fiction and non-fiction text.

ENGLISH 7

(YEAR) 7th GRADE

The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will and use build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing and the conventions of writing and spelling will be developed in order to apprentice students in building proficiency in the California

English Language Arts Standards for seventh grade. The *CA Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Seventh grade students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Students are expected to write texts of between 500 and 700 words in the form of responses to literature, research reports, persuasive compositions, and summaries.

SUMMER BRIDGE ELA 7

(SEMESTER) 7th GRADE

Prerequisite: ELA 6AB

This is a course designed to meet the needs of 6th grade students who are not quite ready for the 7th Grade English Arts course. This course will review Grammar, Reading and writing skills and focus on the 6th grade standards that are foundational for success in a 7th Grade English Language Arts course, as defined by the *English Language Arts Framework for California Public Schools*. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students an opportunity to build upon their skills, which are prerequisites for English Language Arts 7.

ENGLISH HONORS 7

(YEAR) 7th GRADE

This course is for 7th graders who have demonstrated distinguished abilities in the various components of English. In addition to more rigorous pacing, students will be expected to complete additional homework and presentations.

SUMMER BRIDGE ELA 8

(SEMESTER) 8th GRADE

Prerequisite: ELA 7AB

This is a course designed to meet the needs of 7th grade students who are not quite ready for the 8th Grade English Arts course. This course will review Grammar, reading and writing skills and focus on the 7th grade standards that are foundational for success in a 8th Grade English Language Arts course, as defined by the *English Language Arts Framework for California Public Schools*. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students an opportunity to build upon their skills, which are prerequisites for English Language Arts 8.

ENGLISH 8

(YEAR) 8th GRADE

The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the culmination of curriculum activities and proficiency in the California English Language Arts Standards for grade eight. The Standards require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles).

Eighth grade students will continue to produce texts of 500 to 700 words in the following categories: fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions.

ENGLISH HONORS 8

(YEAR) 8th GRADE

This course is for 8th graders who have demonstrated distinguished abilities in the various components of English. Students will mostly examine American literature. Students will be required to create a presentation, engage in out-of-class reading and lead class lessons.

MATH

MATH 6

(Year) 6th GRADE

The major purpose of this course is to serve as a vehicle by which students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; and will accurately compute and solve problems. They will apply this knowledge to statistics and probability, and geometry.

MATH 6 AND LITERACY 6

(Year) 6TH GRADE

This course will serve as a vehicle by which students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; and will accurately compute and solve problems. They will apply this knowledge to statistics and probability, and geometry. Students will receive specific and intensive instruction to improve mathematical literacy concepts. This will be accomplished through a variety of reading comprehension, fluency, and vocabulary math based activities. The focus on math literacy will provide students with the ability to improve their math reading skills as well as learn and practice a variety of specific strategies that they can use when reading mathematical world problems which will provide them with a better understanding of vocabulary terminology.

SUMMER BRIDGE PRE-ALGEBRA 7

(SEMESTER) 7th GRADE

Prerequisite: *Math 6AB*

This is a course designed to meet the needs of 6th grade students who are not quite ready for 7th Grade Pre-Algebra course. This course will review math skills and focus on the 6th grade standards that are foundational for success in a 7th Grade Pre-Algebra course, as defined by the *Mathematics Framework for California Public Schools*. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students and opportunity to build upon their skills, which are prerequisites for Pre-Algebra.

PRE-ALGEBRA 1

(Year) 7TH GRADE

Prerequisite: *Math 6 A/B*

This course offers a Pre-Algebra curriculum that uses the McDougall Littell Course 2 Math Book.

PRE-ALGEBRA HONORS 1

(Year) 7TH GRADE

Prerequisite: *Math 6 A/B*

This course offers a more rigorous and accelerated Pre-Algebra curriculum than the regular Pre-Algebra course. In addition to pacing differences, students enrolled will be exposed to a highly rigorous math curriculum that promotes project-based learning and in-depth exploration of pre-algebra concepts. Finally, during the 2nd semester, students will begin to explore early Algebra 1 concepts.

SUMMER BRIDGE MATH 8

(SEMESTER) 7th GRADE

Prerequisite: *Math 7AB*

This is a course designed to meet the needs of 7th grade student who are not quite ready for 8th Grade Math. This course will review math skills and focus on the pre-algebra standards that are foundational for success in an 8th Grade Math course, as defined by the *Mathematics Framework for California Public Schools*. This course will be structured to offer additional time, smaller class size or instructional strategies to afford students and opportunity to build upon their skills, which are prerequisites for Math 8.

ALGEBRA 1

(Year) 8TH GRADE

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

ALGEBRA HONORS

(Year) 8TH GRADE

Prerequisite: *Teacher recommendation*

The purpose of this course is to serve as the vehicle by which students make the transition from arithmetic to symbolic mathematical reasoning. It is an opportunity for students to extend and practice logical reasoning in the context of understanding, writing, solving, and graphing problems involving linear and quadratic equations (including systems of two linear equations in two unknowns). Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses. Honors students will be given a more challenging daily homework and test/quiz regime. They may also be given additional material to cover on their own.

ALGEBRA SUPPORT

(Year) 8th GRADE

Prerequisite: *Students identified as having below grade level math proficiency gaps.*

This yearlong math elective will be taken in addition to the Algebra I yearlong course. Algebra Support is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps (i.e. pre-requisite skills=whole number fluency, fractions, integers). Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

GEOMETRY

(YEAR) 8th GRADE

Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

MATH COMMON CORE 8

(Year) 8th GRADE

Prerequisite: *Math 7AB*

This is a course designed to meet the needs of 8th grade students under the *Common Core State Standards Mathematics*. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling and association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

SCIENCE

EARTH SCIENCE 6

(YEAR) 6th GRADE

The major purpose of this course is to provide all students with science and health concepts that build upon the students' K–5 experience. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The middle school teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Earth Science. Inter-connections with other curricular areas are also made.

EARTH SCIENCE 6 & LITERACY

This course will provide all students with science and health concepts that build upon the students' K-5 experiences. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Earth Science. Inter-connections with other curricular areas are also made. This will be accomplished through a variety of reading comprehension, fluency, and vocabulary science based activities. The focus on science literacy will provide students with the ability to improve their science activities. The focus on science literacy will provide students with the ability to improve their science reading skills as well as learn and practice a variety of specific strategies that students can use to acquire a better understanding of scientific vocabulary terminology.

LIFE SCIENCE 7

(YEAR) 7th GRADE

The major purpose of this course is to provide all students with science concepts that build upon the students' K–6 experience. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The middle school teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Life Science.

PHYSICAL SCIENCE 8

(YEAR) 8th GRADE

The Physical Science Standards stress an in depth understanding of the nature and structure of matter and the characteristic of energy. The standards place considerable emphasis on the technological application of Physical Science Principles. Major areas covered by the standards include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science standards continue to build on skills of systematic investigation with a

clear focus on variables and repeated trials. Student will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources.

VISUAL AND PERFORMING ARTS (VPA)

ART

(YEAR) 8th GRADE

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In General Art, students expand their knowledge of the visual arts while making meaningful connections between the arts and their own experiences through a series of instructional units that combine observing and creating in arts media; reading, writing and speaking about, and reflecting upon the arts. Arts activities focus on applying knowledge of the elements and principle of art to units on drawing, painting, lettering, perspective, sculpture, and the world crafts.

ART AND LITERACY

(SEMESTER) 7/8th GRADE

Students will build reading comprehension, engage in high-level writing activities, and expand their vocabulary and content knowledge in history/social science, through exposure to art history. Students will apply their learning to art projects. The course will be based on project-based learning and will integrate technology and critical thinking.

FILM STUDIES

(YEAR) 8th GRADE

This eighth grade elective course was founded on 8th grade ELA standards that use films and documentaries to build critical thinking and analytical skills for both written and oral presentations. The course follows the ELA instructional pacing for writing standards and shadows the 8th grade ELA class. It uses relevant topics and themes to delve deeper into application of the writing standards.

DRAMA

(YEAR) 8th GRADE

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. Additionally, students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, electronic media productions and live performances.

LANGUAGE ARTS IN THEATER

This class will provide a comprehensive look at the history and methodology of acting and story-telling. The Language Arts in Theater program will supplement and support the Language Arts standards in correlation with the Drama and Theater standards. Students will have opportunities to develop proficiency through vocabulary, comprehension, and oral and written language. The course will utilize a variety of literacy genres, and incorporate project-based learning to prepare students for the common core standards and assessment.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 6

(YEAR) 6th GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 7

(YEAR) 7th GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 8

(YEAR) 8th GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 6/7

(YEAR) 6/7th GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 7/8

(YEAR) 7/8th GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

GENERAL ELECTIVES**CREATIVE WRITING/MULTICULTURAL LITERATURE**

(YEAR) 8th GRADE

Creative writing and multicultural literature will focus on the language arts standards and the common core. Students will have opportunities to develop proficiency through vocabulary, comprehension, and oral and written language. The course will utilize a variety of literary genres, and incorporate project-based learning to prepare students for the common core standard and assessment. Students will respond to what they read thorough writing activities for different purpose and audience.

MIDDLE SCHOOL SUCCESS

(YEAR) 6th GRADE

This is an academic elective course for all sixth grades. The purpose of the course is to prepare all students for success in middle school, and advancement at their current level. The course provides enrichment for high priority sixth grade math and language arts standards, and to prepare students for the common core standards and assessments. Additionally, students will gain study and note taking skills.

RESOURCE LAB

(Year) 6TH GRADE

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 7

(Year) 7TH GRADE

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 8

(Year) 8TH GRADE

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate

COMPUTER LITERACY 6

(YEAR) – 6TH GRADE

Introductory course to measure and increase the literacy level of our students in computer basics, mouse and keyboarding skills, how to use the internet for research, improve typing skills, and teach Microsoft Suite programs Word and PowerPoint. Students also use the computer for researching projects for and intervention needs in the core classes.

CREATIVE WRITING

(YEAR) 7th GRADE

The purpose of this course is to create a positive writing experience for students interested in creative writing through literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various relevant literary skills.

INTRODUCTION TO JOURNALISM

(YEAR) 7th GRADE

The purpose of this course is to offer introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources.

SOCIAL JUSTICE AND RESPONSIBILITY

(YEAR) 7th GRADE

This course is designed for students that have expressed an interest in the study of law. It serves as an introduction to civic responsibility and social justice. Student will analyze the U.S. Constitution and the Bill of Rights and the role the documents play in Three Branches of the U.S. Government. Students will also develop an understanding for the rights of and the roles of American citizens in the creation of law.

JUSTICE SYSTEM AND U.S. GOVERNMENT

(YEAR) 8th GRADE

The purpose of this course is to allow students with an interest in the study of law to develop a deeper understanding of the Judicial Branch and how the U.S. Government functions. Students will formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

DIRECT LEARNING

(Year) 6TH, 7TH, 8TH GRADE

Direct Learning is an intervention class focused on helping students to become better readers, writers and speakers. In this course, students will also develop a better understanding of their unique learning styles and improve their study skills in order to be successful in high school, college and beyond. The course is specifically designed for students that read at least 2 years below grade level.

DESTINATION SUCCESS

(Year) 6TH GRADE

Direct Success is a technology-based intervention class focused on helping students improve upon teacher-specified English and Math standards.

MATH/LANGUAGE ARTS APPLICATIONS 7

(YEAR) 7th GRADE

Language arts and math standards are addressed through higher order applications of skills, including technology programs (Carnegie, MYAccess writing.) Students will read novels from approved grade 7 literature lists, and be provided extensive writing instruction to prepare them for the CST writing test in March. The teacher will use CMAST strategies to allow students to apply math standards.

MATH AND LITERACY MEDIA SUPPORT

(YEAR) 7th GRADE

This elective course supports the Math and English/Language Arts core curriculum. The course integrates technology as a means to help 7th grade students develop math concepts, writing skills, reading comprehension, and enhance their knowledge of technology. The course is designed to enhance the core curriculum while integrating technology.

MATH, SCIENCE, AND TECHNOLOGY STEM

STEM B- M77202

(YEAR) 8th GRADE

This course provides students with highly interactive, hands-on, group activities built around concepts in science, technology, engineering, and math (STEM). Using an interdisciplinary approach, students will explore nanotechnology, genetics, sound and music, energy and the environment, game design, aerodynamics and gravity, and space and the solar system. Each activity is designed to emphasize collaborative learning, critical and analytical thinking, problem solving, creativity, and effective experimental design. Through Project-Based Learning activities, students will grow in confidence and creativity while gaining critical 21st century skills. In addition, students will have the opportunity to explore careers in STEM and participate in real-world problem solving and structured inquiry.

SUMMER BRIDGE 6 MS

(SUMMER) 6th GRADE

This course is intended to give students a “head start” on their sixth grade curriculum, and support their transition from elementary to middle school (Student expectation, school culture, use of technology, etc.).

STUDENT ADVISORY – ALLIANCE REQUIREMENT

ADVISORY 6

(Year) 6TH GRADE

Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:

1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 7

(Year) 7TH GRADE

Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:

1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 8

(Year) 8TH GRADE

Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:

1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

Grades 9-12 Courses

Alliance High School Graduation Requirements

- Unit/Credit requirements for graduation: **230**
- Total Minimum A-G Credits required: **150**
- Course requirements for graduation: Pass **all** courses with a grade of C or higher (basic proficiency) including community service.
- Core Courses offered may be Standard Core, Honors or Advanced Placement.
- Advanced Placement Courses and Exams may be offered on site or online.
- Exam requirements for graduation: Passing score on California High School Exit Exam (CAHSEE) English and Math
- ALL** Alliance College-Ready school courses are transferable to other high schools to meet graduation requirements

Students who are unsuccessful in meeting the Alliance 230 credit “a-g” high school graduation requirement and/or do not pass the California High School Exit Exam (CAHSEE) are ineligible to participate in graduation, and may return to their high school and will be designated as a 5th year senior.

ALLIANCE A - G COLLEGE PREP COURSEWORK AND GRADUATION REQUIREMENTS

Alliance high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admission requirements. ALL Alliance students must pass all courses with a grade of “C” or higher to receive course credit.

Subject Area	Grade 9 [65 credits]	Grade 10 [65 credits]	Grade 11 [65 credits]	Grade 12 [65 credits]
A-G UC/CSU Requirements	Advisory [5]	Advisory [5]	Advisory [5]	*Advisory [5]
(a) History / Social Science - 2 yrs required: - 20 credits		(a) World History, Cultures, and Historical Geography [10]	(a) U.S. History [10]	(g) American Government (sem.) [5] & Economics (sem.) [5]
(b) English/Language Arts - 4 yrs required: - 40 credits	(b) English 9 [10] ESL 3/4	(b) English 10 [10]	(b) English 11 [10] American Lit / Contemporary Comp.	(b) English12 [10] Adv Comp/ AP Lit
(c) Math - 3 yrs required - 30 credits - 4 years recommended	(c) Algebra 1, Algebra 2 or Geometry [10]	(c) Algebra 1, Algebra 2 or Geometry [10]	(c) Algebra 2 [10] OR (c) Pre-Calculus or Linear Algebra	(g) Pre-Calculus [10] OR Linear Algebra Or Other Elective
(d) Laboratory Science - 2 yrs required - 20 credits - 3 or more years recommended - May not be offered online	(d) Biology [10] Or (d) Earth Science	(d) Biology [10] Or Marine Biology Or (d) Chemistry	(d) Chemistry [10] (g) Honors Bio	(g) Physics [10] OR elective
(e) Language other than English - 2 yrs required - 20 credits - 3 or more years recommended	(e) Spanish 1 [10] Or Certification Or Other language	(e) Spanish 2 [10] Or Certification Or Other language	(g) Spanish 3 [10] OR Elective	(g) Spanish 4 [10] OR Elective
(f) Visual / Performing Arts - 1 yr required - 10 credits - May not be offered online			(f) Music, Dance, Drama, or Art [10]	(g) Elective
(g) College Prep Elective - 1 yr (2 semesters) - 10 credits (g) courses				
Physical Education - offered/not required grades 9,10	PE/*Health [10] Or Elective	PE/*Life Skills [10] Or Elective		
Other Electives	Academic Support Elective: [10] English, Math			Community Service Project [*Via Advisory]

ALLIANCE HIGH SCHOOL COURSE DESCRIPTIONS:

ENGLISH

All students must be enrolled in an English class every semester and must earn a total of 40 units of English credit in to graduate. All Alliance English courses comply with required California standards for English Language Arts.

ENGLISH COURSES

Count under category (b) for the UC/CSU “A-G” college admissions requirements

ENGLISH 9A/ENGLISH 9B

(Year) Freshman

UC Approved (b)

English 9AB is a literature-based course, which introduces basic literary genres through representative works and authors. The curriculum reflects integration of writing, vocabulary development, speaking and listening, and research skills.

ENGLISH 10A/ENGLISH 10B

(Year) Sophomore –Grade 10

UC Approved (b)

Literature-based, the curriculum integrates writing, literature, vocabulary development, listening, speaking, and research skills. Students learn the writing process as they write in various domains for a variety of purposes.

ENGLISH 11A/ENGLISH 11B

(Year) Junior

UC Approved (b)

This class is required for all students. Students are expected to demonstrate fluency in writing, independent study, and think critically and abstractly. American literature, vocabulary development, listening skills, speaking skills, and research skills are integrated into the curriculum.

ENGLISH 12 – A/ENGLISH 12 – B

(Year) Senior, Grade 12

UC Approved (b)

This course helps students further enhance their literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays.

ENGLISH 9A HONORS/ENGLISH 9B HONORS

(Year) Freshmen

UC Approved (b)

English Honors 9 is a challenging yearlong literature/composition Course. The class consists of daily homework, in-class assignments, and long-term projects demonstrate such critical thinking skills as evaluation, interpretation, reflection, and synthesis.

ENGLISH 10A HONORS/ENGLISH 10B HONORS

(Year) Sophomore

UC Approved (b)

This course is an accelerated course that is literature-based. Class discussion, projects, reading and writing assignments and homework are structured to stimulate high levels of critical thinking and to develop the ability to analyze, synthesize, and evaluate.

ENGLISH 11 HONORS A/ENGLISH 11 HONORS B

(Year) Junior

UC Approved (b)

This course helps students enhance their fluency in writing, independent study, critical thinking and abstract thinking skills. Writing, American literature, vocabulary, listening & speaking skills and library skills are included in the curriculum.

ENGLISH 12 HONORS A/ENGLISH 12 HONORS B

(Year) Senior

UC Approved (b)

This class focuses on a survey of British literature. Students will use their higher order thinking skills involved in reading, analyzing and evaluating core text. In addition, students are expected to produce writing assignments that reflect advanced quality work. Frequent reading, writing, and homework assignments will stimulate high levels of critical thinking and reflect an advanced level of complexity.

EXPOSITORY READING & WRITING A/EXPOSITORY READING & WRITING B

(Year) Senior

UC Approved (b)

The goal of this course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop

advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the assignment template- presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions.

AP ENGLISH LANGUAGE & COMPOSITION A

(Year) Junior

UC Approved (b)

Advanced Placement Junior English prepares students for the Advanced Placement Examination in Language and Composition. The class is an exploration of American Literature from the Puritan period to the post-Civil War period. Students will also study examples of non-fiction prose to develop an appreciation for diction, syntax, and style and an understanding of the methods of argumentation (rhetoric). Students must become acquainted with different techniques of writing style and be able to use them in their own writing. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course.

AP ENGLISH LANGUAGE & COMPOSITION B

(Year) Juniors

UC Approved (b)

This course continues the first semester's study of American literature and extends it into the modern period. Students will continue their study of diction, syntax, style, and rhetorical techniques for use on the AP Language Exam administered in May. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the examination. Following the AP examination, students will engage in an intensive study of the techniques of poetry, its meaning, techniques, and forms.

AP ENGLISH LITERATURE & COMPOSITION A

(Year) Seniors

UC Approved (b)

This senior level course will continue the study of poetry introduced in AP Junior English B. A Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Chaucer, sixteenth century poetry, and other pre-eighteenth century literature. Students will be required to write a minimum of 3 lengthy essays of literary analysis in addition to a personal essay appropriate for college applications.

AP ENGLISH LITERATURE & COMPOSITION B

(Year) Seniors

UC Approved (b)

AP English B is a course designed to help students sharpen their analytical skills and to structure their review of literature in preparation for the challenging AP Exam in Literature and Composition. The course includes analysis of various types of literature, such as poetic explication, as well as the study of techniques involved in the writing of timed essays of analysis. Students are expected to read well and employ composition skills with a high level of competence before entering this course. Students will write approximately one essay per week and reread and analyze six to eight works of literary merit in the first quarter of the course. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the rigorous examination. Following the AP exam, students will complete independent projects related to literature.

ENGLISH LANGUAGE DEVELOPMENT 1A/ENGLISH LANGUAGE DEVELOPMENT 1B

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None

NOT UC APPROVED

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a minimum of errors.

ENGLISH LANGUAGE DEVELOPMENT 2A/ENGLISH LANGUAGE DEVELOPMENT 2B

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None

NOT UC APPROVED

English language learners discover how to use and extend their vocabulary, grammar, and communication skills. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This course contributes to skills needed in mainstream classes.

ENGLISH ELECTIVES

CREATIVE WRITING

(Year) Junior, Senior

Prerequisite: none

UC Approved (g)

The course gives students strategies and practice in writing poetry, prose, and criticism. Through large and small groups, students discuss the aesthetic values of word choice, the importance of criticism, and the demands of finding one's own voice. Students will also acquire tools for improving their writing skills.

INTRODUCTION TO JOURNALISM

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None

UC Approved (g)

This course explores journalistic writing through the analysis of newspapers, magazines, online news publications, and broadcast journalism. Students will develop critical thinking and writing skills as they examine and create news reports and opinion pieces. The class will focus on structure and language, reinforcing California Language arts Standards through the lens of journalism. The course covers news gathering, ethics, copy writing, writing styles, photography, editing, and revising. The major authentic assessment for the course will be the monthly production of the school magazine, through which students will also learn about layout, production, and circulation of a publication.

INTRODUCTION TO SHAKESPEARE

(Year) Senior

Prerequisite: none

UC Approved (g)

This course surveys the writings of William Shakespeare, emphasizing the range and diversity of his works before and after 1600. Shakespeare's genres – comedy, tragedy, history, and romance – will be made accessible through reading, discussion, and structural analysis. Analytical reading, expository writing, and oral communication skills will be developed through selection-specific assignments. Full-length works that will be read and analyzed include the Sonnets, the comedies *Merchant of Venice*, *Midsummer's Night Dream*, *Much ado About Nothing*, and *Twelfth Night*. Also works after 1600 will include *King Lear* and *Othello*. Students should expect numerous reading assignments, quizzes, tests, and written and oral critical responses to literature. Course work is based on state standards adopted for English Language Arts.

LATIN AMERICAN LITERATURE

(Year) Senior

Prerequisite: None

Latin American Literature is a yearlong course that introduces cultural, geographical, historical, environmental, and political issues of the region through Spanish literature. Through research, the examination of works of art, and Latin American Literature, students will study topics including (but not exclusive to) Pre-Columbian civilizations, the colonial era, the environment, Iberian and African influences. In addition, students will be exposed to each region/country of Latin America and the Caribbean and their customs, traditions, culture, economics, music and art, through the analysis of the literature covered in class.

NON-UC ELA COURSES

CAHSEE Prep

(Year) Sophomore, Junior, Senior

Prerequisite: None

NOT UC APPROVED

This yearlong elective that will serve as intervention course designed to focus on closing CAHSEE skill gaps in English and Math. Students will receive data driven instruction to address specific areas of deficiency.

CAHSEE Prep- English

(Year) Sophomore, Junior, Senior

Prerequisite: None

NOT UC APPROVED

This course is designed to address students' different levels of English skills. Students will be assessed and provided with ways to meet their English skill-gaps and refresh their skills. Students requiring more rigorous remediation are quickly identified so teachers and administrators can direct their remediation resources to those students who need it most.

COLLEGE PREP ENGLISH

(Semester) Juniors

Prerequisite: None

NOT UC APPROVED

This elective course will focus on the critical reading and writing skills needed to be successful on college entrance exams. Concepts covered in critical reading will include vocabulary, reasoning, and reading comprehension. The writing portion of the exam will cover the persuasive essay.

ELM PREP

(Year) Seniors

Prerequisite: Students identified as having below grade level math proficiency gaps and/or in danger of not scoring a proficient/advanced (50 and above) on the ELM test. Students must have successfully passed Algebra 1, Algebra 2, and Geometry with a C or above. In addition, students must have successfully passed the CAHSEE Mathematics exam.

NOT UC APPROVED

ELM prep is an intervention course that provides an individualized curriculum for each student, to close the identified skill gaps in Number Sense, Algebra, Geometry, and Data Analysis. By the end of this semester students will be able to score proficient/advanced (50 and above) on the ELM test so that they will be able to enroll in a college level mathematics course beginning their Fall term.

ENGLISH SUPPORT

(Year) Freshman, Junior, Senior

Prerequisite: Teacher approval and Counselor Recommendation

NOT UC APPROVED

This class supports students who need additional assistance in skills requisite for succeeding on the California State Test and California High School Exit Exam. This program combines small-group, teacher-directed lessons and books for self-selected reading. Students are assessed and appropriately targeted to meet individual needs. The focus of the course is to build mental models and background knowledge, decoding, fluency and comprehension.

READING

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None

NOT UC APPROVED

Students will work on their reading comprehension, rate, flexibility, and vocabulary development, with a focus on reading text materials. Emphasis will be placed on refining skills and strategies for reading and comprehending a variety of text materials.

ELA SUPPORT

(Year) Freshman, Sophomore, Junior, Senior

Prerequisite: None

NOT UC APPROVED

This course supports student's use of the English language through the skills of reading, writing, speaking, and listening. Students learn reading strategies in order to advance their reading skills. Students will focus on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills and writing multiple-paragraph compositions. Intensive grammar instruction that supports academic writing skills is emphasized.

YEARBOOK

NOT UC APPROVED

(Year) Juniors & Seniors

Students in this year long course are responsible for the design and publication of the High School Yearbook. Students should have a background or interest in one of the following areas: photography, desktop publishing, art/design or written language. Students must design a new or improved product that meets the need and review the success of this product. Students must produce quality work, work together in groups, must be able to handle deadline pressure and may need to spend additional time outside of the class working on the publication.

MATH

OVERVIEW

Students are required to take a minimum of 3 years of math course work. Students are encouraged to take a math course all four years of high school to prepare them for their math college placement exam. The department offers

honors and Advanced Placement courses in several content areas as well as a wide array of electives. Prerequisites for honors and AP courses are explained under specific course headings.

MATH COURSES

Count under category “c” for the UC/CSU “A-G” college admissions requirements

ALGEBRA 1

(Year) Freshman

UC Approved (c)

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

ALGEBRA 2

(Year) Freshman, Sophomore, Junior, Senior

UC Approved (c)

Prerequisite: *Algebra 1 with a rising C average*

A further study of Algebra, this course includes analysis of higher degree equations, logarithmic and exponential functions, complex numbers conic sections, probability, sequences and series, and an introduction to trigonometry.

ALGEBRA 2 HONORS

(Year) Freshman, Sophomore, Junior, Senior

UC Approved (c)

Prerequisite: *Teacher recommendation*

Algebra 2 Honors provides a review and extension of the concepts taught in Algebra 1 and introduction to trigonometry. Topics covered will include equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function, trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and inequalities, sequences and series. Graphing calculator skills will be taught and use extensively in this course. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams. Honors students will be given a more challenging daily homework and test/quiz regime. They may also be given additional material to cover on their own.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

(Year) Senior

UC Approved (c)

Prerequisite: *None*

Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphic calculators are key components of the course.

GEOMETRY

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (c)

Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

STATISTICS

(Year) Sophomore, Junior, Senior

UC Approved (c)

Prerequisite: *Algebra 2 or Algebra 2H with a rising C average.*

This non-AP course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. Applications involving games of chance, business,

medicine, policy-making, the natural and social sciences, and sports will be explored. A graphing calculator (Texas Instruments TI 83+) is used extensively as a learning tool and is required for the course.

PRE-CALCULUS

(Year) Sophomore, Junior, Senior

UC Approved (c)

Pre-Calculus Non-Honors begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking Calculus in college.

PRE-CALCULUS –HONORS

(Year) Sophomore, Junior, Senior

UC Approved (c)

Prerequisite: *Algebra 2 with a rising C average*

Pre-Calculus Honors is an extremely rigorous program that begins the year with Trigonometry (triangle trigonometry, trigonometric graphs and identities, and trigonometric applications), vectors, and polar and parametric equations. The second semester covers the topics of limits, functional analysis including the derivative, and differential Calculus with and without the graphing calculator. This course is structured for those students who will be taking AP Calculus in their senior year.

CALCULUS

(Year) Sophomore, Junior, Senior

UC Approved (c)

Calculus blends the concepts and skills that have been mastered in prerequisite mathematics courses. It includes limits; differentiation; maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. There is also an introduction of integration with applications to area and volumes of revolution, in addition to a further development of integration, inverse trigonometric and logarithmic functions, techniques of integrations, and applications which include work and pressure. Other topics covered are infinite series, power series, Taylor's formula, polar coordinates, parametric equations, introduction to differential equations, and numerical methods.

AP CALCULUS AB

(Year) Junior, Senior

UC Approved (c)

Prerequisite: *Pre-Calculus Honors with a minimum of a "C" average.*

This class is the beginning of calculus. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

AP CALCULUS BC –

(Year) Selected Senior

UC Approved (c)

Prerequisite: *AP Calculus AB with a C or better*

This course is designed for students with a strong background in mathematics who want the challenge of a rigorous and fast-paced course in calculus. The content of the course is closely aligned to the College Board course description's outline of topics. The course is equivalent to the first 2 courses (whether semester or quarters) of a college sequence Calculus course.

AP - STATISTICS

(Year) Seniors

UC Approved (c)

Prerequisite: *Algebra 2 with a rising C average*

The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

BUSINESS MATH

(Year) Junior, Senior

UC Approved (g)

Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives. Students will be able to understand terminology and will be exposed to many aspects of business mathematics including basic computational skills, use of business formulas and equations, payroll, bank reconciliation, annuities discounts and markup/markdowns, simple and compound interest, present value analysis, annuities, amortized loans, depreciation, credit, taxes, insurance, stocks/bonds and business statistics/probability. Students will understand how business connects to other subject areas.

FINANCIAL LITERACY

(Year) Junior, Senior

UC Approved (c)

This Financial Literacy course allows students to use real-life problems to explore and learn financial concepts and decision making. Students will apply and practice computation skills. Course content and project will be relevant to students' lives and futures, as they leave home and take on financial responsibilities.

NON-UC MATH COURSES**ALGEBRA SUPPORT**

(Year) Freshman

NOT UC APPROVED

Prerequisite: *Students identified as having below grade level math proficiency gaps.*

This yearlong math elective will be taken in addition to the Algebra I yearlong course. Algebra Support is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps (i.e. pre-requisite skills whole number fluency, fractions, integers). Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

CAHSEE Prep

(Year) Sophomore, Junior, Senior

Prerequisite: *None*

NOT UC APPROVED

This yearlong elective that will serve as intervention course designed to focus on closing CAHSEE skill gaps in English and Math. Students will receive data driven instruction to address specific areas of deficiency.

CAHSEE PREP- MATH

(Year) Sophomore

NOT UC APPROVED

Prerequisite: *Students identified as having math proficiency gaps.*

This yearlong math elective will be taken in addition to the Geometry yearlong course.

CAHSEE Prep-Math is an intervention course designed to focus on closing the California High School Exit Exam (CAHSEE) skill gaps. Students will be assessed and provided with ways to close their math skill-gaps and to refresh their skills.

ENGLISH LANGUAGE MATH 1

(Year) Freshmen, Sophomore, Junior, Senior

NOT UC APPROVED

This course is designed students in the early stages of English language acquisition and large gaps in their educations. The course provides an introduction to key mathematical concepts and provides necessary language support. All activities help build a foundation for standards-based math instruction and are specifically geared to students in the early stages of English language acquisition.

FOUNDATIONS FOR ALEGBRA 2

Summer School/Summer Bridge Course

(Summer School) Freshman, Sophomore

NOT UC APPROVED

This course will cover specific math standards in preparation for High School Algebra 2.

GEOMETRY SUPPORT

(Year) Freshmen, Sophomore, Junior, Senior

NOT UC APPROVED

Geometry Support is a supplemental course in which students will learn and apply the essential skills and concepts necessary for success in geometry. The curriculum builds on and reinforces fundamental mathematics skills with specific targeted lessons to pinpoint areas in which students may need additional instruction and practice.

FOUNDATIONS FOR GEOMETRY

Summer School/Summer Bridge Course
(Summer School) Freshman, Sophomore

NOT UC APPROVED

This course will cover specific math standards in preparation for High School Geometry.

COLLEGE PREP MATH

(Semester) Junior or Senior

NOT UC APPROVED

This elective course will focus on the math skills needed to be successful on college entrance exams. Concepts covered will include numbers and operations, Algebra I, Algebra II, functions, Geometry, as well as Statistics, Probability, and Data Analysis. Students will review math content as well as testing strategies.

HISTORY/SOCIAL SCIENCE

OVERVIEW

Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives. Prerequisites for honors and AP courses are explained under specific course headings.

HISTORY/SOCIAL SCIENCE COURSES

Count under category "a" for the UC/CSU "A-G" college admissions requirements

WORLD HISTORY

(Year) Sophomore

UC Approved (a)

Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

WORLD HISTORY HONORS

(Year) Sophomore

UC Approved (a)

Prerequisite: "B" or better in all previous Honors or College Prep English courses; cumulative GPA of 3.0.

Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps. This honors level course will address topics with greater depth and rigor.

UNITED STATES HISTORY

(Year) Junior

UC Approved (a)

This course traces the development of the United States from the Spanish American War to the present. Students will review the significant factors responsible for the emergence of the United States as a major world leader.

UNITED STATES HISTORY HONORS

(Year) Junior

UC Approved (a)

Prerequisite: "B" or better in all previous Honors or College Prep English courses; cumulative GPA of 3.0.

This course is designed to increase student understanding of the American people through the study of social, historical, and cultural events. The course includes a short review of U.S. History up to 1890 followed by a focus on turn of the century to the present day.

ECONOMICS

(Semester) Senior

UC Approved (a)

Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of

government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

UNITED STATES GOVERNMENT

(Semester) Senior

UC Approved (a)

This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S.

HONORS UNITED STATES GOVERNMENT

(Semester) Senior

UC Approved (a)

This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S. This honors level course will address topics with greater depth and rigor.

AP EUROPEAN HISTORY

(Year) Sophomore

UC Approved (a)

Prerequisite: None

European History Advanced Placement prepares academically-accelerated college-bound students for the College Board's AP national exam. This course is equivalent to a college level introductory course in European history, with an emphasis on the general narrative of European history from 1450. Students should be prepared for a rigorous course requiring approximately 30 pages of weekly college level reading assignments. Students are expected to evaluate historical materials, use and analyze primary sources, and writing examinations. This course fulfills the district Word history requirement.

AP UNITED STATES HISTORY

(Year) Junior

UC Approved (a)

Prerequisite: A minimum of a "B" in World History and a "B" in 1st semester Sophomore English.

AP U.S. History prepares the academically-accelerated college-bound student for the College Board's AP national exam. AP U.S. History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP U.S. History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week.

AP WORLD HISTORY

(Year) Sophomore

UC Approved (a)

Prerequisite: None

AP World History is the equivalent of a college-level survey course in world history. This World History course provides a way to understand history and a foundation from which to view the complexities of today's world. Its emphasis is on encounters and interactions. The long-term objective is for students to demonstrate an understanding of how the big picture of world history assists in understanding the complexities of today's world. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

AP GOVERNMENT/POLITICS U.S.

(Semester) Senior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP or Honors US History; minimum of "B" in 1st semester Junior AP English.

This is an accelerated college-level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the May Advanced Placement American Government Exam.

AP MICROECONOMICS

(Semester) Senior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP or Honors US History; minimum of "B" in 1st semester Junior AP English.

Advanced Placement Microeconomics emphasizes how individuals make choices with limited resources. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision-making processes. Students study the stock market as an investment option and trace various stocks throughout the semester using the Wall Street Journal and the internet as resources. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

AP MACROECONOMICS

(Semester) Senior

UC Approved (a)

Prerequisite: Minimum of "B" in 1st semester AP or Honors US History; minimum of "B" in 1st semester Junior AP English.

AP Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination. The course develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be required to complete a wide range of readings, analyze graphical and statistical information, and take and outline detailed notes. The course will have an intense workload, reading schedule, and the material far exceeds that covered in a regular economics classroom. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

PSYCHOLOGY

(Year) Junior, Senior

UC Approved (g)

This course will introduce high school students interested in Physiological Science, Neuroscience, and Psychology to introductory neuroanatomy, the physiology of sensation, motor movement. The course continues with how the brain regulates behavior, including how learning and memory function in neurological systems.

HONORS PSYCHOLOGY

(Year) Junior, Senior

UC Approved (g)

This course will introduce students to neuroanatomy, physiology of sensation, and motor movement. This honors class will teach student the physiology of emotion, behavior, learning & memory and social psychology. In addition to introducing students to the scientific study of the active parts of the human mind and consciousness, students will learn experimental design theory, statistics, and conduct and analyze experiments.

AP PSYCHOLOGY

(Year) Junior, Senior

UC Approved (g)

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

AFRICAN AMERICAN STUDIES

(Year) Junior, Senior

UC Approved (g)

This course presents an overview of the Black experience in the United States from the African background to today. Students become familiar with some of the contributions of Black Americans to a pluralistic American society. The class also studies such topics as the fight against bondage, the role of Blacks in the building of the nation, and the civil rights movement.

SOCIAL ISSUES

(Semester) Sophomore, Junior, Senior

Prerequisites: NONE

UC Approved (g)

This class examines the issues that affect many or all members of society and are considered to be problems, controversies related to moral values, or both. Students will look at issues that may include gang violence, teen pregnancy, pollution, homelessness, poverty, abortion, war, discrimination, and education. Students will learn about things that effect young people in Los Angeles as well as issues that are national and international. Students will not only learn about these issues; they will work to provide suggestions and solutions as to how these social issues might be worked on by society.

CRIMINAL JUSTICE

(Year) Junior, Senior

Prerequisites: English 9, English 10

UC Approved (g)

This class examines the criminal justice system in the United States. It focuses on three basic areas: police, courts, and corrections. Students will look at the juvenile justice system as it relates to Los Angeles. Through discussions, simulations, and projects, we will explore how people, especially young people, end up in the “system,” and how everything from family to jobs promote or take away from our ability to live successful lives. As a class, students will then make suggestions as to what they can do so that they are less drawn to crime, and how they can help reform those who desperately need a new vision for life.

PHILOSOPHICAL TRADITIONS & DAILY MORAL ISSUES

(Semester) Sophomores, Juniors

UC Approved (g)

Against the backdrop of ethical writings from the 5th century BC to philosophers of today, students will examine moral issues of everyday life, ask questions about character and conduct, and study various reactions to living and relating. Major ethical theories will be multicultural in scope. The class will look at a range of right actions in response to issues of integrity, respect for others, sexual morality, relationships, honesty, criticism, and more. The goal of the course is to sharpen the ideas we employ as tools when coping responsibly and morally to conflicts we encounter in our daily lives.

RELIGIOUS STUDIES

(Year) Junior, Senior

Prerequisites: English 9 & English 10

UC Approved (g)

This course focuses largely on ethics and the social sciences as they relate to religion, primarily on theological and philosophical explorations of morality, as well as the sociology, psychology, and anthropology of religion. Each major religious tradition will be explored first in terms of its place in history, and then from a perspective incorporating the aforementioned disciplines. Finally, students will assess the nature of religion in general, the issues faced by absolutist traditions in an increasingly diverse world, and the cognitive dissonance brought on by humankind’s modern focus on reason and science. Each unit will incorporate elements of diversity training, multicultural awareness, and perspective-taking.

SOCIOLOGY

(Year) Junior, Senior

UC Approved (g)

This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

WOMENS STUDIES

(Year) Junior, Senior

UC Approved (g)

This course examines U.S. history from the colonial era to the present using the history of women and gender as the primary analysis. The class lectures, multimedia presentations, and readings emphasize U.S. women’s history (incorporating factors of race, class, region, ethnicity, and age). The class will explore the diverse ways in which women have lived, worked and contributed to the history of the US. While we will be looking at some of the “great women” of American history, the course will focus more on the aspects of the general experiences of women and their political, social, cultural and familial relationships.

LATIN AMERICAN STUDIES

(Year) Senior

NOT UC APPROVED

This course, offered in English, is an interdisciplinary introduction to the peoples and cultures of Latin America. Students will explore the social and cultural contexts of Latin America through representative works of literature, contemporary and historical themes, major religions, social structures, gender roles, and politics.

SCIENCE OVERVIEW

The Science Department offers a wide variety and level of courses in the areas of life and physical science. Although only two years of science are required for high school graduation (1 year life science & 1 year physical science), many colleges recommend 3 or more years of laboratory science. The science courses are designed to challenge the students at various levels and to engage the students in the scientific process such as making accurate and precise observations, developing hypotheses, designing experiments, gathering and analyzing data, and determining the implications of the results. Students are encouraged to explore all the basic laboratory science courses before specializing in specific Advanced Placement courses.

SCIENCE COURSES

Count under category “d” for the UC/CSU “A-G” college admissions requirements

BIOLOGY

(Year) Freshman, Sophomore

UC Approved (d)

Prerequisite: None

Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking; a reasoned approach to problem solving and an understanding of the role biology plays in daily lives.

BIOLOGY HONORS

(Year) Freshman, Sophomore

UC Approved (d)

Prerequisite: Freshman standing; completion of Algebra I; concurrent or prior enrollment in Geometry or Honors Geometry

HONORS BIOLOGY A/B CONTINUED:

Honors Biology is an in-depth and fast paced approach to biology. Topics to be covered include molecular and cell biology, introductory biochemistry, genetics- individual and population, continuity and diversity of life, survey of the six kingdoms, body systems, and ecological interactions. The topics and depth of coverage will offer a rigorous and challenging introductory life science course for the student who possesses advanced math and reading skills.

EARTH SCIENCE

(Year) Freshman, Sophomore

UC Approved (d)

Prerequisite: None

This course will cover the following topics: Science as a process, the field of Earth Science, the Earth as a system, models of Earth, Earth chemistry, minerals and rocks, resources and energy, the history of the Earth, plate tectonics, and earthquakes and volcanoes. Students will be introduced to the information about the Earth and its processes as well as the process of scientific investigation or inquiry. Students will look closely at the areas of specialization that a geologist might pursue as well as man's influence on changes in our earth and in the Universe around it. Upon completion, students will have a better understanding of the history of the Earth and the Universe.

MARINE BIOLOGY

(Year) Freshmen, Sophomore

UC Approved (d)

Prerequisite: None

Students will study the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats and the evolutionary development of the diversity of marine organisms. Students will learn about the geology of the ocean floor, the structure, functions, and behavior of marine organisms, interrelationships in the marine environment, the chemistry of seawater, climatic changes, energy, waves, tides, and cycles, influence of technology on the use and misuse of the ocean by man. The laboratory will demonstrate the topics and principles presented in lecture.

MARINE BIOLOGY HONORS

(Year) Freshmen, Sophomore

UC Approved (d)

Prerequisite: None

Marine Biology Honors is designed for students wishing to pursue a faster and more in-depth study of topics covered in Marine Biology. It is ideal for students who plan to take AP science courses. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

MEDICAL SCIENCE 9

(Year) Freshmen

UC Approved (g)

Prerequisite: None

This is an introductory course exploring each of the ten human body systems. In addition, the course covers: Medical Terminology, Mental Health, Health Care Careers, and Public Health. This course is the first of a four-year course sequence and will support students' transition into health care related college majors & careers. This course contains curriculum critical to matriculation as well as service in a work-based learning program.

MEDICAL SCIENCE 11

(Year) Junior

UC Approved (g)

Prerequisite: None – Medical Science 9 and 10 are recommended

Students will be exposed to the role of public health in improving the well-being of people in their local communities and around the globe. Students will master the core competencies of public health, including: the knowledge of human culture, intellectual and practical skills and personal and social responsibility. This course will incorporate an emphasis on nutrition, advocacy, health disparities, research skills, and project-based learning.

MEDICAL SCIENCE 12

(Year) Senior

UC Approved (g)

Prerequisite: None

This course will engage students in service-learning internships that will focus on improving health outcomes in the local community. Mentors within the corporate, non-profit and university systems will work with the Work-Based Learning Coordinator, course instructor and students to design and implement projects that will address both identified health-related needs within the community and the learning objectives of the students. Projects will provide students with the opportunity to work with health professionals in a professional atmosphere and work collaboratively to provide tangible deliverables that will be beneficial to community partners and their clientele. Each Medical Science 12 class will focus on one or more of the following aspects of health services: nutrition, advocacy, public health, biomedicine, and in-patient care. All classes will incorporate research, presentation and critical-thinking skills through project-based learning.

HUMAN BIOLOGY

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (d)

Prerequisite: None

This course will focus on the principals and concepts of biology as related to humans. Emphasis will be placed on the following: structure, function, and process of the biological system and its relation to human health and disease; the role of humans in the ecosystem; and the potential of biotechnical developments and the social and moral impact of these advancements. The scientific method will be used for all biological investigations.

HUMAN GEOGRAPHY

UC Approved (d)

(Year) Freshmen, Sophomore, Junior

Prerequisite: None

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Some emphasis will be placed on the CAHSEE English and math standards as relevant to the course.

ANIMAL SCIENCE

(Summer) Sophomore, Junior, Senior

*This course is for credit deficient students

UC Approved (d)

This Animal Science course emphasizes the fundamental concepts of physiology, nutrition, animal breeding and management as they apply to production systems of livestock and poultry. Students will explore these concepts

through the lens of the California state biology content standards. This course will include a variety of written, oral, and hands-on assessments that require students to demonstrate their understanding of the standards.

ANATOMY AND PHYSIOLOGY

(Year) Sophomore, Junior, Senior

UC Approved (d)

Prerequisite: *Biology*

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures.

The major concepts of Anatomy and Physiology include homeostasis, energy, and growth and development. These three thematic units will be used as an outline to investigate the 11 human body systems as sub-units.

ANATOMY AND PHYSIOLOGY HONORS

(Year) Sophomore, Junior, Senior

UC Approved (d)

Prerequisite: *Biology*

Anatomy and Physiology Honors is a rigorous second year Biology lab course, for students wishing to pursue a faster and more in-depth study of topics covered in Anatomy and Physiology. This course is ideal for students interested in medicine and its related professions.

CHEMISTRY

(Year) Sophomore, Junior

UC Approved (d)

Prerequisite: *Completion of Algebra 1 with "C" or higher in both semesters ("B" or higher is recommended)*

Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement.

The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

CHEMISTRY HONORS (H)

(Year) Sophomore, Junior

UC Approved (d)

Prerequisite: *Completion of Geometry Honors with "B" or higher (both semesters) OR completion of Geometry with "A" (both semesters)*

Honors Chemistry is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. It is ideal for students who plan to take AP science courses, including AP Chemistry. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

ENVIRONMENTAL SCIENCE

(Year) Junior, Senior

UC Approved (d)

The goal of environmental science is to provide students with concepts, scientific principles, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems of both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ENVIRONMENTAL STUDIES

(Year) Sophomore, Junior, Senior

UC Approved (g)

Environmental Studies gives a complete overview of the chemical, physical, and biological components of the environment. Human impact on the environment and ecological imbalances are discussed in terms of their impact on everything from water to the atmosphere.

PHYSICS

(Year) Senior

UC Approved (d)

Prerequisite: *Completion of both semesters of Geometry with a "B" or higher in each semester OR completion of both semesters of a more advanced math course with a "C" or higher in each semester.*

Students investigate the following topics: energy, forces, motion and matter at a college preparatory level of analysis. Laboratory activities are designed to lead to discovery and appreciation of concepts in these areas.

PHYSICS HONORS

(Year) Senior

UC Approved (d)

Prerequisite: *Completion of both semesters of Geometry with a "B" or higher in each semester OR completion of both semesters of a more advanced math course with a "C" or higher in each semester*

Honors Physics is an analytical study of the interactions in the physical world around us. Students will study motion, forces, energy, momentum, sound, light, electricity, magnetism, special relativity and quantum physics, as outlined in the California content standards. Emphasis will be placed on inquiry methods of instruction as explored through labs.

STEM: APPLIED SCIENCE AND ENGINEERING

(Year) Senior

UC Approved (d)

Prerequisite: *Completion of Algebra 2 with a "C" or higher; Concurrently enrolled in Geometry OR completed Geometry with a "C" or higher.*

This project-based course focuses on the integration of science, technology, engineering, and mathematics (STEM) to solve real-world problems. Students will engage in critical thinking, problem solving, and creativity to research, design, and evaluate solutions for open-ended problems that real engineers face in the local and global community. Students will create devices, simulations, and scientific experiments that require the application of engineering design skills as well as math and science knowledge.

AP BIOLOGY

(Year) Junior, Senior

UC Approved (d)

Prerequisite: *Completion of Biology with a minimum of a "B" in both semesters; Completion of Chemistry highly recommended.*

AP Biology is designed to be equivalent to a first year college-level general biology course. Students will study materials presented in a rigorous, biochemical oriented introductory college biology course. Required laboratory experiments are part of the course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, Chemistry, cells, genetics, evolution, organisms and populations are included in this course. Students will be prepared to take the Advanced Placement Biology exam in May.

AP CHEMISTRY

(Year) Junior, Senior

UC Approved (d)

Prerequisite: *Completion of biology and recommendation of teacher; Completion of Chemistry with a "B" or higher; Placement subject to review by the Science Department and Administration.*

This is the equivalent of a first year college course in chemistry and is designed to prepare students for the Advanced Placement Chemistry test. It includes all the material covered in chemistry but at a greater depth. Specific emphasis is placed on problem solving using mathematics. Students taking this course should be prepared for extensive reading, problem solving, and study assignments. This class meets the physical science graduation requirement, and the laboratory science requirement for universities.

AP ENVIRONMENTAL SCIENCE

(Year) Senior

UC Approved (d)

Prerequisite: *Biology, Chemistry, Teacher recommendation AND completion of Pre-Calculus with a "B" or higher.*

This is the equivalent of a first year college course in environmental science and is designed to prepare the students for the Advanced Placement Environmental Science test. Students will cover the following topics: ecological principles, geological principles, renewable and non-renewable resources, environmental quality (air, water, & soil pollution), human population dynamics, global changes and their consequences and interdependence of earth's system (e.g. cycling of matter, biosphere, solid earth, atmosphere, etc.)

AP PHYSICS

(Year) Senior

UC Approved (d)

Prerequisite: *Biology, Chemistry, Teacher recommendation AND completion of Pre-Calculus with a "B" or higher.*

This is the equivalent of a first year college course in physics and is designed to prepare students for the Advanced Placement Physics test. Emphasis is placed on application of unit mathematics to practical use. First semester includes Newtonian physics, matter, elasticity, pressure, vibrations and waves, sound, light, simple harmonic motion, heat, and the thermodynamics.

GEOLOGY

UC Approved (g)

(Year) Freshmen

Prerequisite: None

Geology focuses on the science and study of the solid matter of a celestial body, its composition, structure, physical properties, history and the processes that shape it. In this course students will assess the impact of an increasing global population, development on earth's natural resources and examine how natural processes affect human activities. Topics include water usage and pollution, soil pollution and erosion, radioactive and solid waste disposal, landslides, stream flooding, coastal erosion, environmental consequences of energy and mineral resource utilization, acid rain, global climate change, and the environment effects on human health.

SCIENCE RESEARCH CAREERS

(Year) Junior & Senior

UC Approved (g)

The Science Research Careers course is designed as an introductory course for 9th grade students to be exposed to careers in science, technology, engineering, and mathematics that require doctoral degrees. Students will explore the academic and career paths available for people who wish to pursue doctoral degrees. In addition, students will speak with doctoral researchers and perform activities/projects that expose students to the experiences of doctoral researchers.

LAB RESEARCH ASSISTANT

(Year) Senior

UC Approved (g)

Student research assistants participate in the design, execution, analysis and evaluation for either the high school level chemistry class or AP Biology class. The course is geared to provide the student with educational and professional experience, significant responsibility that expands with experience, and ability to work with an adult supervisor in a congenial and cooperative manner. Duties include lab preparation, procedural demonstration or techniques for the classroom.

SCIENCE- DOCENT PROGRAM

(Semester or Year) Junior, Senior

Prerequisite: None

NOT UC APPROVED

Non-lab science

This elective course is for students who are interested in the teaching profession and enjoy science. Students will have the opportunity to develop their teaching skills and public speaking/presentation skills. Students will create lesson plans and deliver their science lessons to elementary school students.

LANGUAGE OTHER THAN ENGLISH (LOTE)

LOTE Courses

Count under category "e" for the UC/CSU "A-G" college admissions requirements

SPANISH 1

(Year) Freshman, Sophomore, Junior

UC Approved (e)

Prerequisite: None

Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

SPANISH 2

(Year) Freshman, Sophomore, Junior

UC Approved (e)

Prerequisite: Spanish 1 with a minimum of a "C" average.

Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

SPANISH 3

(Year) Junior, Senior

UC Approved (e)

Prerequisite: *Spanish 2 with a minimum of a “C” average.*

Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

SPANISH 4

(Year) Junior, Senior

UC Approved (e)

Prerequisite: *Spanish 3 with a minimum of a “C” average.*

This course focuses on the refinement of speaking and listening skills. Much work is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

SPANISH 1-NATIVE SPEAKERS

(Year) Freshman, Sophomore, Junior

UC Approved (e)

Prerequisite: None

Spanish 1 for Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates; all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a greater appreciation of their Hispanic heritage.

SPANISH NATIVE SPEAKERS 2

(Year) Freshman, Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: *Counselor/Teacher recommendation*

This course is intended for students who can demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and stories and articles, writing grammatically correct compositions, improving vocabulary, and enhancing listening and speaking skills.

SPANISH NATIVE SPEAKERS 3

(Year) Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: *Spanish Speakers 2 with a minimum of a “C” average.*

This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on grammatical accuracy. Complex thinking skills are required to analyze a wide variety of short works of advanced literature. By the end of this course students will be adequately prepared to take the AP Spanish Language exam. Students are encouraged to advance to either Spanish Native Speakers 4 OR AP Spanish Literature class the following year.

SPANISH NATIVE SPEAKERS-4

(Year) Junior, Senior

UC Approved (e)

Prerequisite: *Spanish 3 Native Speakers with a minimum of a “C” average.*

This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on the refinement of speaking and listening skills. This course is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

SPANISH LANGUAGE HONORS 3

(Year) Junior, Senior

UC Approved (e)

Prerequisite: *AP Spanish Language with a minimum of a “C” average.*

This course is for students who have already taken AP Spanish Language and are preparing for AP Spanish Literature. This course is conducted completely in Spanish. Lecture is limited to introductions to authors and/or background information. Students are expected to contribute to class discussions participate willingly. Group activities and presentations are also part of the class, and they add another dimension to learning.

AP SPANISH LANGUAGE

(Year) Senior or others with instructor's approval

UC Approved (e)

Prerequisite: Instructor's approval

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [Interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

SPANISH LITERATURE HONORS

(Year) Juniors, Senior or others with instructor's approval

UC Approved (e)

Prerequisite: *Successful completion of Spanish 3 (on instructor's approval).*

This course gives students an understanding of Spanish literature of the XIV-XX centuries. Part of that understanding is rooted in the learning of the historical and social context of each piece. Students will understand each piece of literature holds a positive and negative critique from a reader's point of view. It is the responsibility of each student to be able to understand analyze and explain each critique of the literature pieces read in class.

AP SPANISH LITERATURE

(Year) Senior or others with instructor's approval

UC Approved (e)

Prerequisite: *Successful completion of AP Spanish 4 (preferred) or Spanish 3 (on instructor's approval).*

The goals of AP Spanish Literature are to prepare students to understand lectures in Spanish and to participate in discussions in Spanish on literary topics, to do a close reading of literary texts of all genres in Spanish, and to analyze critically the form and content of literary works, orally and in writing, using appropriate terminology. The AP Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Hispanic Literature course. It covers authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. Students will read works that date from medieval epic poetry to 20th century lyric poetry; from 13th century didactic prose to modern existentialist stories; from Baroque era drama to the plays of Federico Garcia Lorca. By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, and grammar. AP Spanish Literature promotes and even goes beyond the usual proficiency achieved in the AP Spanish Language course by providing the equivalent of a first content course or, in other words, a survey course.

FRENCH 1

(Year) Freshman, Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: *None*

French 1 introduces students to French through a communication-based approach. Students will learn the basics of the language as well as the culture throughout the French-speaking world as they accomplish meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and the real world. The beauty and influence of the French language and culture reinforce skills in other areas of the curriculum.

FRENCH 2

(Year) Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: *French 1 with a minimum of a "C" average.*

The basic skills initiated in French 1 are further developed in French 2, with additional emphasis placed on reading, writing and vocabulary building. Students will cover the previously learned structure concepts in more detail and depth, while oral comprehension and conversation continue to play a dominant role. Communication and real-life situations presented are based in the French culture.

FRENCH 3

(Year) Junior, Senior

UC Approved (e)

Prerequisite: French 2 with a minimum of a “C” average.

French 3 emphasizes more advanced language structures than do the previous courses. Reading, writing, speaking, and listening skills are further developed through more specialized work with real life conversational situations and authentic French material and literature. The French speaking world and its cultures are studied in this communication-based course.

FRENCH 4

(Year) Senior

UC Approved (e)

Prerequisite: French 3 with a minimum of a “C” average.

Students will increase their understanding and use of French in both written and spoken form in this communication based Honors course, which expands the study of the French-speaking world and its culture. Students will continue to develop, in much greater depth, the language skills studied in previous French courses, with emphasis placed on the speaking of French and the study of authentic literature read in original versions.

FRENCH 2 HONORS

(Year) Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: French 2 with a minimum of a “C” average.

This course is designed to empower students to learn to speak, read, write and comprehend French in a culturally authentic manner. Designed to support the National Foreign Language Standards, French 2 is a comprehensive course integrating content, varied methodology and interactive activities. As a standards-based instructional and learning course, French 2 continues to develop a student’s language skills by incorporating and integrating a text, practice workbooks, an audio program, a video program, communicative activities and culture.

FRENCH 3 HONORS

(Year) Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: French 2 Honors with a minimum of a “C” average.

French III honors program is designed for the highly motivated students who have successfully completed levels I and II of the Honors/AP track and are interested in broadening, refining, and perfecting their proficiency in the French language. Honors French III is the last of three preliminary sequences leading to the AP coursework.

AP FRENCH LANGUAGE & CULTURE

(Year) Senior

UC Approved (e)

Prerequisite: French 3 with a minimum of a “C” average.

Advanced Placement French 4 is designed for students to further develop oral and written language skills covered in preceding years. It is the equivalent of a third-year college course in French composition and grammar, with emphasis on both formal and conversational situations. The study of French literature and culture is stressed. Students enrolling in Advanced Placement French Language should have attained reasonable proficiency in listening comprehension, speaking, reading and writing. Since they must speak the foreign language as part of the AP exam, students must be willing to actively speak French and participate in a communicative classroom situation.

MANDARIN 1

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: none

Mandarin 1 introduces students to Mandarin Chinese through a communication-based approach. Students will learn the basics of the language as well as culture by accomplishing meaningful tasks involving high frequency everyday topics needed to communicate in the classroom and in the community. Students will learn to write 200 traditional Chinese characters and be proficient in Hanyu Pinyin.

MANDARIN 2

(Year) Sophomore, Junior, Senior

UC Approved (e)

Prerequisite: Mandarin 1 with a minimum of a “C” Average.

The course focuses on vocabulary building and mastering basic sentence structures. In Mandarin 2, students will also develop skills to deal with the immediate environment including school and family in formal and transactional settings.

MANDARIN 3

(Year) Junior, Senior

UC Approved (e)

Prerequisite: *Mandarin 2 with a minimum of a “C” average.*

Mandarin 3 further develops speaking, listening and reading, writing skills developed in the first two years. Through constant practice, students expand their ability from everyday survival language to more advanced interactions.

VISUAL AND PERFORMING ARTS (VPA)

Fulfills Visual & Performing Arts Admission for Cal State/UC

VISUAL & PERFORMING ARTS COURSES

Count under category “f” for the UC/CSU “A-G” college admissions requirements

ART 1

(Year) Freshman, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: *None*

This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Students will have exposure to various artists and cultures. Design will be investigated through problem solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art students.

ADVANCED ART 1

(Year) Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: *Art 1A & Art 1B*

Advanced art teaches students to demonstrate more advanced skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. In addition, students will learn about artistic philosophy, art criticism, and art history.

ART 2

(Year) Junior, Senior

UC Approved (e)

Prerequisite: *Art 1A & Art 1B*

Students will demonstrate more advanced skills in drawing and painting production, applying the fundamentals of the elements and principals of fine art and design. Students will design individual artworks based on design elements and principals as well as responses to historical, philosophical and cultural prompts.

AP ART HISTORY

(Year) Junior, Senior

UC Approved (f)

Prerequisite: *None*

Advanced Placement History of Art is open to all juniors and seniors. This course satisfies the Visual Performing Art requirement for Cal State and University of California. This course traces the development of man’s artistic accomplishments from prehistory to the present. Emphasis will be placed on learning to analyze and become articulate about art and architecture in terms of its visual nature, and cultural context. This course will be conducted in the manner of a college-level art history survey course. It is recommended that students who take this course have advanced skills in reading, writing and discussion. Students who pass the Advanced Placement exam for this course may earn college credits and/or advanced placement in college art courses.

AP STUDIO ART

(Year) Junior, Senior

UC Approved (f)

Prerequisite: *Students must turn in an application in an art portfolio and/or have an interview with the art teacher. Students should have taken an elective art class prior to this course.*

AP Studio Art is a course for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.

MUSICAL THEATER 1

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: None

The purpose of this course is to get a foundation on the performances of works within the repertoire of music theatre. Students will be given a background in music theater history and practice on the art form. All students will be trained in acting and the behind the scenes work that make a production possible. Students will produce 4 productions throughout the school year.

MUSICAL THEATER 2

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: Musical Theater 1

Content, techniques and knowledge from Musical Theater 1A & B are expanded upon (character development, stage directions, acting, and stage leadership) and advanced techniques (college try-outs, soliloquies, major roles, major repertoire) are studied. Students will produce 4 productions throughout the school year.

PERCUSSION TECHNIQUES 1

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: NONE

The purpose of this course is to provide a foundation for the performance of percussion instruments and the musicality, both in technique and vocabulary, to perform at a proficient level. The students will perform a varied repertoire of music and instruments within the percussion family. Students will grow their performance abilities by using reflection and self-evaluation. Students are NOT expected to have musical background for this course.

PERCUSSION TECHNIQUES 2

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: Percussion Techniques 1 A&B

Content, techniques and knowledge from year one are expanded upon (sticking, sight reading, rudiments) and advanced techniques (region/all state band tryouts, advanced rudiments, DCI materials) are studied.

PERCUSSION TECHNIQUES 3

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: Percussion Techniques 1 A&B & 2 A&B

Content, techniques, and knowledge from year TWO are expanded upon (region/all state band tryouts, advanced rudiments, DCI materials) and advanced techniques (orchestral excerpts, college tryout materials) are studied.

SURVEY OF ART HISTORY

(Year) Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: None

This survey course utilizes the critical examination of art from ancient times to the present as a way to develop student's critical thinking and visual literacy skills. Students will develop an understanding of the elements of art and its related terminology as they learn to look at art critically within diverse historical and cultural contexts. Students should expect quizzes, tests, and art critiques. Course work is based on state standards adopted for the art curriculum.

CHORUS SH

(Year) Freshmen, Sophomore, Junior, Senior

UC Approved (f)

Prerequisite: None

Chorus is a yearlong elective that has been designed for students with a variety of vocal abilities. Students will learn how to read music, proper posture and breathing techniques for singing, diction, techniques on how to produce an "in tune" vocal sound and the basic vowels used in singing and how to properly produce them. Students will get to perform a variety of songs in many styles and present concerts during the school year.

COMMERCIAL ART

(Year) Freshmen, Sophomores, Juniors, Seniors **UC Approved (f)**

Prerequisite: None

This course prepares students to design and execute layouts and make illustrations for advertising displays, pamphlets, and brochures. It includes instruction in the preparation of copy; in lettering; poster, package, and product design. It will also develop and utilize skills in photography, desktop publishing, art/design, and written/oral language. Students will work individually and in groups to produce quality work, meet deadlines and spend additional time outside of class.

DRAMA

(Year) Freshmen, Sophomores, Juniors, Seniors **UC Approved (f)**

Prerequisite: None

This academic and performance based course offers a beginning level of the advanced study of acting. Students will learn how to analyze a play and a part. They will work on monologues and scenes. Students will also have an opportunity to partake in public performances.

DIGITAL DESIGN

(Year) Sophomore

UC Approved (f)

Prerequisite: None

This course provides builds upon the concepts learned in Multimedia and takes those concepts to a higher level. Skills learned in iPhoto will form the foundation for the more advanced skills of Photoshop. Illustrator will be introduced as the basis for graphic design. Film analyses will continue and students will learn additional techniques to advance graphic design and filmmaking.

ADVANCED DIGITAL MEDIA

(Year) Juniors

UC Approved (f)

Prerequisite: Multimedia and Digital Design

This course builds upon the concepts of video production and participation in the pre-production, production, and post-production processes of filmmaking learned in Digital Design. Film analyses will continue and students will learn additional techniques to advance graphic design and analysis in filmmaking. Students will complete service-learning projects that will promote school and community events.

MUSIC APPRECIATION (Year) Freshmen, Sophomores, Juniors, Seniors

UC Approved (f)

Prerequisite: None

This course is designed to be an introduction to both western and non-western music styles. Students will learn how music affects their culture and other cultures around the world. Students will learn how music is used in a myriad of situations, from communication to mood setting, and to recognize music in its written form as well as its aural form. This class has been developed using the Standards in Music Education, grades 9-12 as identified by the Music Educators National Conference (MENC).

AP MUSIC THEORY

(Year) Junior, Senior

UC Approved (f)

Prerequisite: None

This course is designed to be the equivalent of a first year music theory course at the college level. The course develops students' understanding of musical structures and compositional procedures. Usually intended for students processing performance level skills, this course extends and builds on the students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and their interaction in composition.

MULTIMEDIA

(Year) Freshmen, Sophomore

UC Approved (f)

Prerequisite: None

This course will introduce students to the fundamental elements that are integral to the strands of Media Arts and Entertainment Design through Digital Filmmaking, photography, Web Design, Music and Animation. Students will learn traditional, elements of design and artistic structure such as composition, texture, color, theory, symmetry rule of thirds, production design and lighting and apply their knowledge to specific classroom projects that are designed to be meaningful and reflective of their lives. Students will engage in the writing process and develop storytelling techniques through the development of scripts, screenplays, storyboards and finished production projects. Students will become proficient in the use of digital cameras, camcorders, filmmaking equipment and use computer software to edit photographs, music, digital videos and animations. Students will further study the impact of media and film across cultures and in our society.

FILMAKING

(Year) Juniors & Seniors

UC APPROVED (f)

Filmmaking is designed to introduce students to the process and tools associated with filmmaking. The course will involve cinema studies, analyses, iconography, genre, producing, screenplay writing, cinematography, directing, art direction, sound and editing. Through the class students will learn pre-production skills, film production structure and aesthetics, camera operation, and sound recording procedures, basic studio lighting and the fundamentals of editing.

FILM AND MEDIA LITERACY

(Year) Juniors & Seniors

UC APPROVED (f)

Students will develop critical thinking skills as they analyze the history and various genres of film in support of the English Language Arts standards. Students will write essays comparing themes across films, as well as comparing literary and film versions of the same story.

FILM STUDIES

(Year) Senior

UC APPROVED (f)

Prerequisite: None

This course provides students with a broad introduction to film with a focus on basic theories of film art, language and appreciation of cinema. Students will screen and analyze various genres of film as well as cinematic images, soundtracks, and the script. Students will also read, discuss, and write about the various approaches to developing sound criticism and interpretation. It is an intensive writing course therefore students are expected to participate in all writing exercises, as well as in group and individual projects.

FOUNDATIONS OF ANIMATION

(Year) Junior, Senior

UC Approved (f)

Prerequisite: None

This foundation animation class offers students an opportunity to explore and refine concepts and basic principles related to animation. Students will be taught traditional animation techniques (2-D) for creating the illusion of life. Students will develop an increased animation and visual storytelling vocabulary by responding to class and self-critiques. They will also explore and refine basic drawing and computer skills. Students should expect quizzes, tests, and class critiques on the various animation projects. Course work is based on state standards adopted for the art curriculum.

PHYSICAL EDUCATION

OVERVIEW

Physical education offers students the opportunity to develop physically, socially, emotionally and intellectually. Physical Education grades are counted as part of the student's overall high school grade point average. P.E. is an elective for public charter schools.

INTRODUCTION TO KINESIOLOGY

(Year) Senior

UC Approved (g)

This course focuses on body function and movement along with areas of physical and social health for the individual and the family. Students are required to complete analytical reading and expository writing, to explore the preservation and enhancement of human movement, along with human needs through the various life cycles, food composition, and application of modern findings in nutrition. Students will also explore current research related to exercise, movement, and body dynamics. Course work is based on state standards adopted for physical education.

ADV. PHYSICAL EDUCATION 1A

(Fall Semester) Freshmen

NOT UC APPROVED

Prerequisite: None

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. Once a week, students will participate in a functional fitness training activity.

ADV. PHYSICAL EDUCATION 1B

(Spring Semester) Freshmen

NOT UC APPROVED

Prerequisite: None

Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.

ADV. PHYSICAL EDUCATION 2A

(Fall Semester) Sophomore

NOT UC APPROVED

Prerequisite: None

Students will continue to develop skills acquired during their freshman year and will be exposed to new activities. The primary emphasis of the sophomore curriculum is individual and dual sports. There are four days a week, students will participate in team or individual sports activities. They will have a choice of two activities throughout the semester from the following selections: basketball, football, softball, and field sports. In addition, one or two days a week, students will participate in personal fitness and weight training.

ADV. PHYSICAL EDUCATION 2B

(Spring Semester) Sophomore

NOT UC APPROVED

Prerequisite: None

Students will continue to participate three or four days a week in dual, team, and individual sports with golf and tennis as required core activities, choosing two of the following selections: track & field, outdoor education, soccer, and volleyball. In addition, one or two days a week the student will participate in weight training and personal fitness.

PHYSICAL EDUCATION/HEALTH 9A

(Fall Semester) Freshmen

NOT UC APPROVED

Prerequisite: None

In addition to the Physical Education 9A course, students will have health lessons every Wednesday, using the book *Lifetime Health* published by Holt. In the students' health lessons, students will analyze their health and well-being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

PHYSICAL EDUCATION/LIFE SKILLS 9B

(Spring Semester) Freshmen

NOT UC APPROVED

Prerequisite: None

In addition to the Physical Education 9B course, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and care.

MARTIAL ARTS

(Semester) Freshmen, Sophomore, Junior, Senior

NOT UC APPROVED

Prerequisite: None

Martial arts have been practiced for centuries as a method of integrating mind, body, and spiritual well-being. While improving physical fitness and emotional health, martial arts have been the cornerstone of unarmed self-defense throughout the ages. Martial arts training can be performed at any level across all ages. This course will be taught by a licensed black belt/sensei/sifu from a licensed national or international organization. Under such direction, martial arts training will promote comprehensive wellness while developing important lifelong motor skills. For many, the emotional and psychological benefits of martial arts training will be as rewarding as the physical improvements experienced.

YOGA

(Year) Freshmen, Sophomore, Junior, Senior

NOT UC APPROVED

Prerequisite: None

This course examines the origins, history, and philosophy of yoga. Students learn the fundamentals of yoga practice: the physical poses or asana, and the breathing and meditation practices. Students experience how philosophy and practice are deeply intertwined and how the knowledge of the former enriches the latter. This class will include some, but not be limited to, flow breathe work, hip work, strength and balance work.

WEIGHT TRAINING

(Semester) Freshmen, Sophomore, Junior, Senior

NOT UC APPROVED

Prerequisite: None

Students will be introduced to progressive resistance training on machines and free weights. Proper technique is emphasized. The class will consist of a series of low-impact flexibility and muscular endurance exercises that facilitate the development of strength and flexibility without bulk. The emphasis is on enhancing core stabilization (abdominal, lower back, hips, and lower body) and general body toning.

STUDENT ADVISORY – ALLIANCE REQUIREMENT

ADVISORY 9

ADVISORY 10

ADVISORY 11

ADVISORY 12 B

(Year) Freshman, Sophomore, Junior, Senior

NOT UC APPROVED

Prerequisite: None

2.5 credits per semester = .5 credits per year

Advisory is an Alliance curriculum driven course. Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:

1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 9/HEALTH A

NOT UC APPROVED

In addition to the Advisory A class, students will have health lessons every Wednesday, using the book *Lifetime Health*, published by Holt. In their health lessons, students will analyze their health and well-being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

ADVISORY 9/LIFE SKILLS B

NOT UC APPROVED

In addition to the Advisory B class, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and care.

GENERAL ELECTIVES

INTRODUCTION TO BUSINESS

(Year) Senior

2.5 credits per semester = .5 credits per year

UC APPROVED (g)

Prerequisite: *Must be a junior in good academic standing with a GPA of 3.0 or higher*

Introduction to Business is a course that focuses on bringing business executives into the classroom to educate, inspire, and motivate students to both gain interests and become involved in business-related and professional careers. This year-long course is highly experiential for the students and includes: in-class presentations by business executives, field trips to area businesses, and summer internships. Additionally, students who successfully complete the course will potentially receive credit for college coursework.

INTRO TO LATIN LANGUAGE

(Year) Senior

UC APPROVED (e)

This course provides students with a basic understanding of the rudiments of the Latin language. It will give each student a strong foundation in grammar, syntax, and vocabulary and it will emphasize the development of a clear and coherent understanding of the overall structure of the language. Students will learn four of the five noun declensions and the four verb conjugations, and they will develop a facility with translation and analysis of sentences incorporating

adjectives, adverbs, and basic prepositional phrases. Emphasis will be placed on comprehension, and the course will be supplement grammar and syntax with regular work on vocabulary, specifically the mastery of Latin stems found in English and the derivatives incorporating them.

LEADERSHIP

(Year) Senior

UC APPROVED (g)

This course lays the foundation study of leadership as a process in organizations. Key terms, concepts and theories are presented and examined to serve as tools for subsequent analysis and application. Students will receive feedback on their own leadership style through leadership instruments and exercises. The course will include measurement and skill development in personality, critical thinking, decision-making, communication, conflict-management, school wide programs, planning and other key areas.

COLLEGE PREP SEMINAR

(Year) Junior, Senior

NOT UC APPROVED

This course is designed to help juniors and seniors enrolled in two or more AP classes prepare for their AP exams as well as college academic and personal life. Students will receive instruction on academic "survival skills" as well as independent living skills. Students will participate in collaborative study groups, student led lessons, peer tutoring, Socratic seminars. In addition, students will learn skills how to successfully advocacy for themselves, and conduct personal interest research.

COLLEGE READY SEMINAR

(Year) Freshman

NOT UC APPROVED

Prerequisite: None

This elective course is designed to prepare students for rigorous college-prep courses by emphasizing critical mathematical skills in Algebra, as well as English Language analytical reading and writing skills, collaborative discussion strategies, tutorial inquiry study groups, test taking strategies, Cornell not-taking and research into careers and colleges.

COMPUTER LITERACY

(Year) Senior

NOT UC APPROVED

Prerequisite: None

In this hands-on course, students will learn keyboarding skills, word processing protocols, database management, electronic presentation skills, electronic mail use and etiquette, internet research skills, and current computer terminology. At the completion of this course, students will be prepared to use current computer applications for communication and research in college & the in workforce.

FILM AS LITERATURE: CINEMATIC ANALYSIS

UC APPROVED (g)

Students enrolled in this course study both as an art form and a form of communication. They are taught to read a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic, factors, and purpose. The emphasis will be on the various language/sign systems and the spectrum of techniques used by film makers in conveying meaning. The course introduces the realistic, classic and formalistic traditions of film making as well as the history of the cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. In addition to mise-en-scene analysis, requiring weekly essays, the students will create short film projects.

KEYBOARDING AND COMPUTER LITERACY

(Semester) Junior, Senior

NOT UC APPROVED

Prerequisite: None

Students will learn keyboarding and develop proficiency in Word, Excel, PowerPoint and Publisher. Students will develop skills necessary for success in high school and college.

ADVANCED COMPUTER LITERACY

(Semester) Junior, Senior

NOT UC APPROVED

Prerequisite: None

This course is designed to prepare students for continued education through utilization of current and necessary computer applications, online safety and responsibility, and online collaboration, communication, and research skills. Students will learn advanced skills on Microsoft Word, Excel, and PowerPoint as well as Internet research and other valuable skills for success in current courses, future education and employment success.

PEER MEDIATION

(Year) Senior

NOT UC APPROVED

Prerequisite: None

This course is designed to develop students' leadership qualities, hone their communication skills, and deepen their understanding of themselves and others. In addition, students will acquire and practice mediation skills so that they can become informed and active "peace-makers" in the community.

RESOURCE LAB

(Year) Freshman

NOT UC APPROVED

Prerequisite: None

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 2

(Year) Sophomore

NOT UC APPROVED

Prerequisite: None

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 3

(Year) Junior

NOT UC APPROVED

Prerequisite: None

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 4

(Year) Seniors

NOT UC APPROVED

Prerequisite: None

This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

SERVICE

(Semester) Senior

Prerequisite: None

NOT UC APPROVED

This hands-on course allows students to develop workforce readiness skills including organization skills, Word-processing, data entry, collaboration with staff members, as well as enhance their verbal and written communication skills.

SUMMER BRIDGE ENGLISH 9 HS

(Year) Freshmen

NOT UC APPROVED

Prerequisite: None

This course will cover specific English Language Arts standards in preparation for high school English 9. This class is intended to give students a “head start” on their ninth grade curriculum, and support their transition from middle to high school.

SUMMER BRIDGE MATH 9 HS

(Year) Freshmen

NOT UC APPROVED

Prerequisite: None

This course will cover specific math standards in preparation for high school Algebra. This class is intended to give students a “head start” on their ninth grade curriculum, and support their transition from middle to high school.

Core courses are A-G College-Prep courses and are required for all students to meet Alliance graduation requirements. Non-core classes are electives that are in addition to A-G courses. Per AB1994, all A-G courses are transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered is included in enrollment materials, student recruitment materials, and on published course offerings. Advanced Placement Courses are available at all high school levels with a priority focus on 11th and 12th grades.

Transition to Common Core

AOOC is participating in the Alliance strategic plan to transition to the Common Core Standards and Assessments (Appendix E). Alliance schools began the transition in 2011-12. By 2013, summer training provided all teachers with instructional guides based on Common Core standards. Spring 2014 will be the last year that AOOC will implement current CST testing. In fall 2014, our instruction will be based on common core and testing will be based on CA Smarter Balance Common Core Assessments. AOOC will be prepared to have all students take common core assessments beginning with spring 2014 SBAC online field assessments in ELA or math in grades 6-8 and 11.

Our transition launch in 2012-13 focused on spreading awareness of the 3 shifts in ELA and Math and creating school-based expertise as the foundation for a more extensive transition in 2013-14.

During the 2012-13 School Year:

- All Teachers, Principals and Assistant Principals developed an awareness of the Common Core standards by studying these standards and analyzing Common Core lessons and assessments in professional development sessions throughout the year during monthly Principal and Assistant principal meetings and during Alliance-wide professional development sessions.
- One math and one ELA teacher from all 21 schools participated in a Professional Learning Community (led by the Math and ELA Directors) to focus on studying, designing and trying out common core-aligned curriculum and assessments.
- All students piloted Smarter Balanced assessment items on benchmark 2 & 3 in math and ELA. Analyzed resulting student work from these items with teachers to assess where we need to support students most (pilot items did not count toward their grade).
- Selected math teachers piloted Math Design Collaborative (MDC) formative assessment lessons in 6 schools.
- Selected ELA teachers piloted CCSS Readers/Writers workshop in 6 schools.
- Science and Social Studies teachers analyzed examples of instruction, curriculum and assessments that support Common Core reading and writing standards.
- Advanced Placement teachers aligned their standards and expectations, shared key assignments, and selected AP released items for benchmark exams in order to foster success on the AP exams in the 8 most-taught Advanced Placement courses across Alliance.

Hybrid CCSS Implementation Year

In 2013-14, we plan to anchor our transition to CCSS in the following areas:

1. Increased supports for teachers (professional development & coaching support).

2. Anchor lessons and units from high-quality, common core-aligned curriculum.
3. Benchmark exams to reflect gradual transition to CCSS items.

During the 2013-14 school year:

AB484 became California law on October 2, 2013. AB484 suddenly and dramatically changed testing requirements and suspended most accountability requirements for a year to facilitate the transition to Common Core State Standards (CCSS).

New Common Core standards and corresponding assessments will take full effect in ELA and math in 2014-15 for grades 3-8 and 11. New standards for science – NGSS – will also take effect in 2014 -15.

We will continue our focus on the major shifts towards Common Core: a) evidence-based reading and writing; b) problem-solving in math and science; and c) the incorporation of more non-fiction text.

What stops?	What starts?	What stays the same?
<ul style="list-style-type: none"> Eliminate CST assessments in ELA and Math in grades 6-10 Eliminate CST assessments in History, grades 6-11 Eliminate CST assessments in Science Grades 6, 7, 9, 11 Discontinue API as we currently know it 	<ul style="list-style-type: none"> EAP essay portion moved to February (<i>details forthcoming</i>) Required participation in computer based field test ELA or Math Smarter Balanced Assessments in grades 6-8 and 11 spring 2014 	<ul style="list-style-type: none"> CST Science grades 8 and 10 (NCLB requirement) CST in ELA and Math in grade 11, augmented, and including EAP (NCLB requires testing at grade 11 in ELA and Math) CAHSEE SAT ACT Advanced Placement Exams

Alliance Timeline to Transition Fully to CCSS ALIGNED Instruction and Assessment

Transition	ENGLISH	MATH	SCIENCE	HISTORY
Teach CC	YES	YES	LITERACY	LITERACY
Teach ONLY CC Standards	YES	NO	NO	NO
Teach CA and CC/NGSS	NO	YES - CA & CC content, CC math practices	YES - CA content, CC Reading & Writing standards	YES - CA content, CC Reading & Writing standards
Use Current IGs	NO	YES	NO	YES
Use New IGs	YES	NO	YES	NO
Blueprints for Benchmark 3	YES	YES	YES	YES
Instructional Maps	NO	NO	YES	NO
CC Standards Progress Report	YES	YES - CC math practices	YES - CC Reading & Writing standards	YES - CC Reading & Writing standards
CA Standards Progress Report	NO	YES - CA math content	YES - CA science content	YES - CA history content

ENGLISH LANGUAGE ARTS will transition to CCSS standards fully by the second semester.

ELA teachers are focusing on the following shifts in instructional practice:

1. Text-based answers;

2. Development of academic vocabulary;
3. Balancing informational and literary text.

Over the summer a CCSS alignment column was added to the ELA Instructional Guides so teachers could see how they might teach Common Core standards and CA content standards together. The Alliance blueprints for the December ELA benchmark exams also establish an alignment while showing teachers how CCSS can provide the opportunity to go into more depth. Benchmark 2 will test CA standards via the multiple-choice items, and will test CCSS via the writing prompt / open-ended response item.

For second semester, the ELA CC Implementation coaches are working to provide a new instructional guide that will convey the following for each unit of study:

- CCSS standards per unit;
- Pearson unit overview;
- Number of questions on benchmark 3 for each set of Common Core standards: NOTE: benchmark 3 will test only CCSS.

ELA teachers will be supported to use the 3 units from Pearson that will be available second semester to teach CCSS. However, we know that the transition takes time, so we will make sure to build in time for teachers to revise an existing CA-aligned unit so that it is more common core-aligned.

ELA coaches and CAO will form an advisory committee of ELA teachers and school leaders who will volunteer their time to provide feedback on the transition and roll-out plans and documents starting in December.

MATH will transition to the Mathematical Practice Standards within CCSS in the spring semester.

Math teachers are focusing on the following 3 shifts in preparation for CCSS:

1. Balance of conceptual understanding and procedural fluency;
2. High-level tasks that promote rigorous thinking and academic discourse;
3. Justification of mathematical thinking in writing and talk.

The Alliance math blueprints for the benchmarks are the main document that math teachers and school leaders should refer to for the new pacing and new standards emphasis that will be assessed at the end of each quarter. The Alliance blueprints were developed by Alliance teachers, math coaches and the Math Director at the October pupil-free days to help teachers understand how to pace their instruction and transition to CCSS over the course of the school year. The CAO, math team, and school leaders will provide additional guidance and materials as soon as possible. *Our ultimate goal is establishing a common approach to math instruction for all Alliance schools*

In SCIENCE will shift our practices and instructional guides to Next Generation Science Standards (NGSS) even though we are still accountable for giving CST in 8th grade physical science and 10th grade life science.

Science teachers have been focusing on the following shifts this school year, three of the science practices from NGSS:

1. Analyzing data;
2. Constructing arguments from evidence;
3. Writing high-quality explanations in science.

The lifting of CST from all science courses except grade 8 physical science and 10 life science enables us to begin teaching these NGSS practices, which are aligned to the Common Core reading and writing standards in science.

At the October PD, teachers in grades 6, 7, Biology, Chemistry, and Physics worked on revamping the pacing of their courses to allow time for students to practice more reading, writing, and data analysis in

their science courses. **Science teachers should use the revised instructional maps alongside their Instructional Guides so they know how to pace what they are teaching in their courses this year.**

Science teachers also worked on revamping the benchmark exams. For the second and third benchmarks, one writing prompt / short answer will be added. Teachers provided input to this at the October pupil-free day.

Science teachers will continue to focus on NGSS Science Practices alongside the current CA science content standards and NGSS content standards where appropriate. Our Science Director continues to provide resources and PD that will enable teachers to successfully make these shifts. The fall 2013 leadership course will help school leaders understand how NGSS is different than CA standards and what they can do to prepare to make the shift.

The plan is to transition fully to the NGSS standards for the 2014-15 school year. In the spring teachers will work collaboratively with the Science Director to map out new Instructional Guides for science in grades 6-12, which will also include AP courses. We will continue to use pupil-free days to lead the revision and transition process.

HISTORY/SOCIAL SCIENCE will implement CCSS reading and writing standards by the spring semester.

In history/social science, teachers have been focused on the following shifts:

1. Shift from subject-matter history to disciplinary history and developing signature practices to reflect this shift;
2. Argument writing using evidence from primary and secondary sources;
3. Evaluation and analysis of multiple sources in the classroom.

We are shifting the “how” we teach history to embed CCSS reading and writing standards in everyday practice. The “what” we teach (content) will continue to come from the CA content standards for History/Social Science.

At the October pupil-free days, teachers outlined a vision for history/Social Science focused on critical thinking skills, relevancy and social justice. Teachers explored what the three shifts above look and sound like in world history, U.S. history and government/economics. Middle school teachers worked with the History Director to outline a structure for argumentative writing that will be assessed on benchmark 2.

History/social science teachers should continue to teach CA content standards alongside our **signature practices** – contextualizing, corroborating, sourcing, skeptical reading, detecting historical significance, historical processing notes/task. These signature practices support teachers in implementing the shifts above, and align to the CCSS. Teachers will continue to work during pupil-free days to revise pacing for their courses and make recommendations for the structure and content of benchmark exam 3. **Teachers should refer to their Instructional Guides and the Alliance blueprints to determine what to teach when.**

In the spring teachers will work collaboratively with the History Director to map out new Instructional Guides for history/Social Science in grades 6-12, which will also include AP courses. We will continue to use pupil-free days to lead the revision and transition process.

Alliance Common Core Transition Overview, 2012-15

	2012-13	2013-14	2014-15
Professional Development for Teachers	<ul style="list-style-type: none"> • Alliance-wide PD every 10 weeks focused on the 3 key shifts in ELA and in Math, along with a deep dive into key 	<ul style="list-style-type: none"> • Increased number of days for Alliance-wide PD throughout the year to allow for extensive, course-alike, content-specific PD. 	<ul style="list-style-type: none"> • Continue with additional Alliance-wide PD days throughout the year to support collaboration around anchor

	2012-13	2013-14	2014-15
	<p>Common Core Standards.</p> <ul style="list-style-type: none"> 1 math and 1 ELA teacher from each school engaged in a PLC with our Math and ELA directors to develop internal expertise about Common Core (monthly meetings outside of the school day). 	<ul style="list-style-type: none"> Revamp time of new content coaches and directors to spend more time in schools via Instructional Rounds, one-on-one coaching, and PD support for the transition to CCSS. Partnership with New Teacher Center for coach training for all Home Office and school-based coaches. 	<p>curriculum and assessments for Common Core.</p> <ul style="list-style-type: none"> Differentiated professional development offered in blended and face-to-face venues focused on CCSS. 2nd year of partnership with NTC to focus on mentoring to promote equity in education.
Professional Development for Principals	<ul style="list-style-type: none"> Monthly Principal and Assistant Principal meeting time focused on Common Core shifts and assessment (2 hours each month). 	<ul style="list-style-type: none"> On-site support for planning CCSS transition into Wednesday PD time. PD courses for leaders offered with focus on Common Core in math and ELA and Next Generation Science standards. 	<ul style="list-style-type: none"> On-site support for observing and providing feedback to teachers on key shifts. PD courses for leaders offered to continue to differentiate professional learning for Principals and Assistant Principals.
Curriculum	<ul style="list-style-type: none"> Pilot of Math Design Collaborative (MDC) work in 6 schools. Pilot of Readers/Writers workshop in 5 middle and 1 high school. 	<ul style="list-style-type: none"> Expansion of MDC work to form the basis of the transition to Common Core for math (Formative Assessment lessons implemented once per quarter as “anchor” lessons). Expansion of key elements of Readers/Writers workshop to focus on 3 key shifts. Introduction of Pearson Common Core System of Courses in fall for grades 6-11. Gradual roll-out focused on anchor lessons and units. Pilot of Literacy Design Collaborative (LDC) in 10th grade in 2 high schools. Planning tools support Common Core writing in science, history, and ELA. 	<ul style="list-style-type: none"> Full implementation of Pearson Common Core System of courses. Expansion of LDC work to all science, history and ELA teachers (where relevant). Digital content in history & science vetted for alignment to new standards and made available to all teachers.
Assessment	<ul style="list-style-type: none"> All students tried out 1-2 Smarter Balanced Assessment Items on Benchmarks 2 & 3 in ELA and Math, grades 6-12. Assessment items did 	<ul style="list-style-type: none"> All benchmark exams revised to better support alignment to CST and student progress toward mastery. Smarter Balanced-like Assessment Items built 	<ul style="list-style-type: none"> Benchmark assessments are curriculum embedded in ELA & Math via Pearson Common Core System of Courses and aligned to

	2012-13	2013-14	2014-15
	not count toward grades.	into math and ELA benchmarks 1, 2 and 3. <ul style="list-style-type: none"> • Smarter-Balanced-like Assessment items to be piloted on history and science benchmarks for benchmarks 2 & 3. • Benchmark Assessments designed and administered for the 8 most-taught Advanced Placement courses for benchmarks 1, 2 and 3. 	SBAC. <ul style="list-style-type: none"> • Benchmark assessments in history and science aligned to new standards and administered online (Common Core, Next Gen., 3C).
Content-Focused Coaching Support	<ul style="list-style-type: none"> • Content Directors in ELA and math supported teachers as needed throughout the school year. • Math teachers who participated in the PLC delivered one Common Core math PD session in the spring. 	<ul style="list-style-type: none"> • 4 math CC Implementation coaches and 4 ELA CC Implementation coaches hired to support all teachers in planning and implementing common core instruction. • History, Science, ELL, and BLAST Directors hired to support teachers and develop content-specific tools/plans for transition to Common Core, Next Gen. Science, and 3Cs Social Science. • Development of content-specific tools within the Framework for Effective teaching to signal Common Core shifts. 	<ul style="list-style-type: none"> • On-site, differentiated coaching support to continue. • Online coaching support to augment in-person coaching support.

ACADEMIC CALENDAR AND SCHEDULES - District Required Language

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Alliance Ouchi-O'Donovan 6-12 Complex operates on a 187-day single-track non year-round schedule, including 7 supplemental days of instruction.

Calendar 2014-2015

Beginning Date	Ending Date	Holidays and Breaks		Professional Dev. Days
Official Instruction Begins Monday, August 4, 2014	Instruction Ends Friday, June 5, 2015	Labor Day	9/1/14	7/21/14– 7/30/14
		Veterans' Day	11/11/14	(6 days New Teachers
		Thanksgiving	11/27 – 11/28/14	4 days All Teachers Stipend)
		Winter Break	12/22/14 – 1/14/15	
		Martin L. King Day	1/19/15	10/6-7/14
		Presidents Day	2/16/15	1/12-13/15
		Spring Break	3/30 – 4/3/14	4/6-7/15
		Memorial Day	5/25/15	(Pupil Free Days)

For the middle school academy, the school instructional day begins at 7:45 a.m. and ends at 3:30 p.m. To minimize traffic issues at pick up and drop off times, the high school academy begins the instructional day at 8:00 a.m. and ends at 3:45 p.m. Total minutes of instruction per year are approximately 74,720 (187 days at 400 minutes per day, minus 2 hours of PD time on shortened Wednesdays). Extended learning time is scheduled after school, on Saturdays or during the summer for special needs and intervention support.

Daily Schedules, 2014-2015

6th-8th GRADE ACADEMY

Mondays and Thursdays (Odd # Periods) Tuesdays and Fridays (Even # Periods)	Instructional Periods (120 minutes per class) (40 minute advisory)	Instructional Minutes (388)*
Period 1/2	7:45 a.m. – 9:45 a.m.	120
Nutrition	9:45 a.m. – 10:05 a.m.	
Period 3/4	10:10 a.m. – 12:10 p.m.	120
Lunch	12:10 p.m. – 12:40 p.m.	
Advisory	12:45 p.m. – 1:25 p.m.	40
Period 5/6	1:30 p.m. – 3:30 p.m.	120
Wednesdays (Shortened Day - Professional Development)	Instructional Periods (50 minutes per class) (No Advisory)	Instructional Minutes (300)
Period 1	7:45 a.m. – 8:35 a.m.	50
Period 2	8:38 a.m. – 9:28 a.m.	50
Period 3	9:31 a.m. – 10:21 a.m.	50
Lunch	10:21 a.m. – 10:51 a.m.	
Period 4	10:54 a.m. – 11:44 a.m.	50
Period 5	11:47 a.m. – 12:37 p.m.	50
Period 6	12:50 p.m. – 1:30 p.m.	50
Prof. Dev.	1:30 p.m. - 3:30 p.m.	

9th-12th GRADE ACADEMY

Mondays and Thursdays (Odd # Periods) Tuesdays and Fridays (Even # Periods)	Instructional Periods (120 minutes per class) (45 minute advisory)	Instructional Minutes (400)
Period 5/6	8:00 a.m. – 10:00 a.m.	120
Nutrition	10:00 a.m. – 10:17 a.m.	
Period 3/4	10:20 a.m. – 12:20 p.m.	120
Lunch	12:20 p.m. – 12:50 p.m.	
Period 1/2	12:55 p.m. – 2:55 p.m.	120
Advisory	3:00 p.m. – 3:45 a.m.	45
Wednesdays (Shortened Day - Professional Development)	Instructional Periods (50 minutes per class) (No Advisory)	Instructional Minutes (300)
Period 1	7:45 a.m. – 8:35 a.m.	50
Period 2	8:38 a.m. – 9:28 a.m.	50
Period 3	9:31 a.m. – 10:21 a.m.	50
Period 4	10:54 a.m. – 11:44 p.m.	50

Lunch	10:21 a.m. – 10:51 a.m.	
Period 5	11:47 p.m. – 12:37 p.m.	50
Period 6	12:40 p.m. – 1:30 p.m.	50
Prof. Dev.	1:30 p.m. - 3:30 p.m.	

Sample Student Schedules

(6 periods per week: Monday/Thursday - odd periods and Tuesday/Friday - even periods)

6th Grade

Period 1/2	English Language Arts/Destination Success
Nutrition	
Period 3/4	Math & Literacy/Science & Literacy
Lunch	
Advisory	Advisory
Period 5/6	World History, Ancient Civilization & Literature/P.E.

7th Grade

Period 1/2	Pre-Algebra/Math Literacy Media Support
Nutrition	
Period 3/4	English Language Arts/World History- Medieval Times
Lunch	
Advisory	Advisory
Period 5/6	P.E./Life Science

8th Grade

Period 1/2	English Language Arts/Math Science and Technology
Nutrition	
Period 3/4	Math Common Core/P.E.
Lunch	
Advisory	Advisory
Period 5/6	US History/Physical Science

9th Grade

Advisory	Life Skills, Academic Consultancy
Period 5/6	Biology/P.E. Health Education
Nutrition	
Period 3/4	Academic Elective/Spanish
Lunch	
Period 1/2	English Language Arts/Math (Algebra 1 or Geometry)

10th Grade

Advisory	Academic Consultancy
Period 5/6	World History/P.E.
Nutrition	
Period 3/4	Spanish II/Marine Biology or Chemistry
Lunch	
Period 1/2	Math (Algebra 2 or Geometry)/English Language Arts

11th Grade

Advisory	College-Ready Study Skills, Academic Consultancy
Period 5/6	English Language Arts/U.S. History

Nutrition	
Period 3/4	Math (Algebra 2 or Linear Algebra)/Chemistry
Lunch	
Period 1/2	Spanish/Elective (Visual/Performing Arts or Applied Technology)

12th Grade

Advisory	College Orientation, Academic Consultancy
Period 5/6	Math (Linear Algebra or pre Calculus)/Academic Elective
Nutrition	
Period 3/4	English Language Arts/Government & Economics
Lunch	
Period 1/2	Physics/Academic Elective

Advisory Groups

Student voice is included in all aspects of the school that directly affect student learning, interests and needs through a structure of advisory groups that connect each student with a personal learning team and insure that no student falls through the cracks.

Advisory covers standards for each grade level in the areas of personal development (PD), college and career (CC), social responsibility (SR) and community building (CB).

All students are well known and students are supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor. The advisory structure provides a small focused support group to motivate and support each student's progress. Each student has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The teacher advisor monitors each student's personal learning plan to address individual interests and needs.

Creating a College-Going Culture

Development of a college-going culture begins with all incoming sixth grade students through advisory groups, parent engagement and throughout school-wide activities. The question at Alliance Ouchi-O'Donovan 6-12 Complex is not "Are you going to college?" but "Which college are you going to attend?"

College Study Skills – Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and through a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

College Orientation – Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom. Students have the opportunity to research college programs beginning in tenth grade.

College-Campus Visits – Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

College-Preparatory Coursework and Readiness Portfolio – In high school grades, a poster of college-coursework and entrance requirements is posted in every classroom. Each individual student maintains an electronic portfolio to document progress and next steps of meeting college-entrance requirements. Parents receive a copy of their child's portfolio with a guide to plan for success at the initial parent orientation to the school program. Parents participate in learning about and supporting their child's preparation for meeting college-entrance requirements. Each student is required to have a college-entrance or post secondary plan including applications submitted at the conclusion of their senior year to colleges, the work force or the military.

College Scholarship Application Support – Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.

PSAT and SAT Tutoring and Preparation – The school coordinates awareness, tutoring and support preparation for PSAT and SAT exams, and includes CSU Early Assessment into our college-readiness program.

Selection of Instructional Materials/Adequacy of Textbooks (Appendix H)

Alliance Ouchi-O’Donovan 6-12 Complex attests that each pupil in the school will have sufficient current textbooks, instructional materials, and digital content in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principals, in consultation with their staff, identify areas of need and order texts and materials for the following year. Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards, meeting A-G course requirements, and preparing students to graduate ready for college. As part of the BLAST model, students will have access to current online textbooks. The school is not required to purchase hard copy textbooks, but can purchase books as a source of instructional material for some or all classes at their discretion. Common Core instructional materials for ELA and Math are Pearson digital content courses.

Below is a list of current textbooks used as one of the instructional resources by the school. As noted above, the needs of the school are evaluated each year and textbooks, curriculum and other instructional materials are adjusted accordingly. To date, no specific texts are used for ELD instruction.

Subject	Grade	Title	Publisher
Grade 6 Math	6	Math Course 1	McDougal Littell
Grade 6 Science	6	Holt Science & Technology: Earth Science	Holt
History	6	World History Ancient Civilizations	McDougal Littell
ELA	6	Literature Grade Six	Pearson
ELA	6	Writing and Grammar	Pearson/Prentice Hall
Grade 7 Science	7	Focus on Life Science	Glencoe/McGraw-Hill
Grade 7 Science	7	Focus on Life Science – Student Notebooks	Glencoe/McGraw-Hill
Grade 7 Math – Pre Algebra	7	Pre-Algebra, CA Edition (7)	Prentice Hall
ELA	7	Literature	Pearson
History Social Science	7	History Alive: Medieval World	Teacher Curriculum Institute
History	8	Creating America: Beginnings through WWI	McDougal Little
Science	8	Physical Science	Holt
ELA	8	Literature	McDougal Little
Algebra I	8	Algebra I (CA Edition)	Prentice Hall

Algebra 1	9	Algebra I (California Edition)	Prentice Hall
Geometry	9/10	Geometry: Reasoning, Applying, Measuring	McDougal
Biology	9	Biology: Principals and Exploration	Holt
ELA	9	Timeless Voices, Timeless Themes & Workbook- Gold	Prentice Hall
Spanish (native)	9	Ven Conmigo! Level 1- Cuardeno de Actividades	Holt
Spanish (non-native)	9	Nuevas Vistas- Cuardeno de Practice	Holt
Health	9	Lifetime Health	Holt
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Algebra II	10/11	Algebra II: Applications, Equations & Graphs	McDougal
Chemistry	10	Holt Chemistry	Holt
Spanish (native)	10	Nuevas Vistas, Curso Dos	Holt
French	10	McDougal Littell	McDougal Littell
ELA	10	Timeless Voices, Timeless Themes - Platinum	Prentice Hall
Marine Biology	10	The Living Ocean	University of Hawaii Curr Research & Dev Grp
ELA	10	Time Voices-Platinum Textbook Wl Workbook	Prentice Hall
World History	10	Modern WH:Patterns of Interaction	McDougal
ELA	10	Timeless Voices-Platinum	Prentice Hall
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US History	11	America Pathways to the Present	Prentice Hall
ELA	11	Timeless Voices, Timeless Themes - The American Experience	Prentice Hall
Spanish	11	Abriendo Paso Gramatica	Prentice Hall
Trigonometry	11	Trigonometry 7th Edition	McDougal Littell
Chemistry	11	Holt Chemistry	Holt
AP US History	11	Battle Cry of Freedom: The Civil War Era (Oxford History of U.S.)	Oxford University Press
Government	12	Government in America ed. AP Edition	Prentice Hall
English 12	12	Timeless Voices, Timeless Themes – World Masterpieces	Prentice Hall
Pre-Calculus	12	Pre-Calculus: Enhanced with Graphing Utilities, 5 th Ed.	Prentice Hall

BLAST Digital Content

Digital Content is web-based program content that provides access to personalized and differentiated instruction. Students and teachers are able to access content 24/7. Students become highly reflective learners when there is immediate access to formative and summative data. Web-based programs respond to individual student data by personalizing their next series of activities and lessons. Web-based digital contact programs used in BLAST implementation include, but are not limited to:

Digital Content	Subject(s)				Grade Level						
	Math	English	Science	Social Studies	6	7	8	9	10	11	12
Compass Learning	X	X	X	X	X	X	X	X	X	X	X
Virtual Nerd	X				X	X	X	X	X		
Pearson*	X	X			X	X	X	X	X	X	X
Aventa Learning	X	X	X	X	X	X	X	X	X	X	X
Achieve 3000*		X			X	X	X	X	X	X	X
My Access Writing		X			X	X	X	X	X	X	X
Adaptive Curriculum			X		X	X	X	X	X	X	X
LearnZillion	X				X	X	X	X			
Revolution K12*	X				X	X	X	X	X		

* Programs contain ELD supports.

Many of these programs include supports specifically for ELD students. For example, Pearson has supports for ELD students embedded in every lesson and there are additional support resources in every unit of study. Achieve 300 also includes elements (e.g. multimedia tools, annotation tools, visuals, graphics, vocabulary development tools) that specifically support ELD students.

WASC Accreditation

Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have historically earned successful WASC review results of the maximum of three years initial accreditation, and six years full accreditation once they are fully enrolled (Appendix I).

AOC most recent three-year accreditation term runs through June 30, 2015. An annual progress report is submitted to WASC and a visit will be done in the third year in order to obtain ongoing accreditation.

Alliance Director of College Counseling oversees the WASC process and UC course approval process, with support from the Alliance Director of Special Projects. Alliance Vice Presidents of Schools support schools in preparing their self-study and interim reports for the WASC process.

Students with Special Needs

Alliance Ouchi-O'Donovan 6-12 Complex implements a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment is used to identify learning strengths, weaknesses and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented in accordance with the MOU with the District. Alliance Ouchi-O'Donovan 6-12 Complex recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.

I. Students at Risk of Retention

A. Low-achieving Students

In an effort to improve the performance for all students including those who have been identified as below or far below basic proficiency on interim and state assessments - low achieving or at risk of retention, Alliance Ouchi-O'Donovan 6-12 Complex implements a strategy based on a Personal Learning Plan (PLP). The Alliance PLP is a template used in all schools that is automatically populated with interim and state assessment data as well as course credits completed each quarter. Performance and progress of these students is monitored throughout the year every 5 wks., and 10 wks. through classroom teacher monitoring of performance in Schoolzilla, our data warehouse the makes data accessible to all schools for all students and all subgroups; through school leaders, school data teams and classroom teachers tracking standards based grading reports that identify all students earning below a grade of C and through

monitoring PLPs generated through PowerSchool flagging students at risk based on quarterly benchmarks, grades, credit deficiencies. Advisory teachers go over the PLP and review it with each of their advisory students. Parents review and sign the PLP each quarter with report cards. The following takes place for those specifically identified as low achieving:

1. To identify low-achieving students, all incoming students are given the Achieve 3000 and Revolution Prep level set tests within the first two weeks of school. State test results and grades showing students who are below and far below basic proficiency are also used to assess student achievement levels.
2. Parents are informed of the student's academic standing within one week of identification.
3. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
4. The student receives supplemental support services through remediation support classes in ELA and math in addition to regular courses. In the areas where the student is struggling most, the classroom teacher as well as online digital content providers address and offer one-to-one instruction specific to individual needs.
5. The student is enrolled in a remediation program to accelerate learning. This is provided during the summer, after school and/or on Saturdays.

II. English Language Learners

ENGLISH LEARNERS - *District Required Language*

AOOC is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), AOOC shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

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

AOOC shall provide to the CSD an annual report of its EL program assessment. Upon request, AOOC shall provide a copy of its current EL Master Plan to the CSD.

AOOC shall administer the CELDT annually in accordance with federal and state requirements.

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

Alliance Ouchi-O'Donovan 6-12 Complex meets all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL's). The school has adopted and implemented the Alliance College-Ready Public Schools English Learner Master Plan.

The goal is to provide high quality instructional programs and services for ELL's that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL's through:

- A teaching staff qualified in second language pedagogy
- An after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student
- Additional bilingual teacher's aides in the classroom to assist ELLs at ELD levels 1 and 2 in English intensive classes

Alliance Ouchi-O'Donovan 6-12 Complex offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specially for ELL students. Students who are two or below on CELDT English proficiency below and far below on Alliance interim benchmark assessments and ongoing classroom teacher assessments are identified for additional support and assigned additional support classes titled: Math or ELA Support in addition to grade level ELA and/or assigned math course. The curriculum content for the sheltered English classes is the same as in the English only classrooms. Achieve 3000 provides additional support where the MacBook Pro will read aloud student's written passage or students can translate the passage into their native language.

To support the environment needed to assure that students needing English as a second language are supported, Alliance Ouchi-O'Donovan 6-12 Complex works to recruit teachers who have a credential as well as bilingual or ESL endorsements (state authorization to teach ELL's such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL's at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL's.

- Sheltered English – Sheltered Instruction is to provide meaningful instruction in content areas (social studies, math, science) for transitioning Limited English Proficient (LEP) students towards higher academic achievement while they are working towards English fluency. Instead of providing watered down curriculum for LEP students, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom
- Preview/Review – Teachers present vocabulary prior to presenting core content
- Digital Content – Allows individual students to develop auditory and verbal skills at their own pace use headphones and laptops.

Alliance Ouchi-O'Donovan 6-12 Complex teachers are trained to use the state English Language Development (ELD) standards. The LAUSD ELD Handbook is used as a resource guide for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during Alliance Ouchi-O'Donovan 6-12 Complex in-service professional development.

Alliance Ouchi-O'Donovan 6-12 Complex administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student's individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, AOCOC administers CELDT testing as stated above. Students who are CELDT level 4 or higher and have scored at least a 3 in each of the four skill areas of the CELDT are reviewed for reclassification based on basic proficiency on state assessments, minimum grade of C for two consecutive semesters in ELA, or teacher

recommendation. Annually the Alliance Data team provides each school with a list of students eligible for reclassification – beginning, early intermediate, intermediate, early advanced and advanced. As of fall 2013, California has not established assessment criteria to replace CST as part of reclassification. We will use student performance on interim assessments in ELA to monitor academic progress.

Non-standard English Speakers

Recognizing that many students at Alliance Ouchi-O'Donovan 6-12 Complex may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. Students are identified by performance in classroom oral language assessments. The schools objectives are to have all students achieve proficient/advance performance in oral and written English Language Arts. AOC school leaders and teachers monitor each student's performance in their Personal Learning Plan and individual student growth profiles. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education.

III. Students with Disabilities

Federal Law Compliance - *District Required Language*

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

Special Education Program - *District Required Language*

All LAUSD-authorized 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 LAUSD Board of Education approval, AOC will execute a Memorandum of Understanding ("MOU") by and between LAUSD and AOC 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 – *District Required Language*

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 has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools 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 may apply for membership in the Charter-operated Program section of the

SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

AOOC is currently part of the El Dorado County Charter SELPA. The school will be returning to the LAUSD SELPA effective July 1, 2015. Pursuant to Education Code section 56195.3(b), we have provided the requisite notice to El Dorado County SELPA, notifying them of our intent to elect an alternative SELPA effective July 1, 2015 (Appendix K). AOOC will be submitting an application for LAUSD SELPA Option 3 but if it does not qualify under this option, it will elect another option within the LAUSD SELPA and will execute the applicable memorandum of understanding.

Modified Consent Decree Requirements - District Required Language

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- End of Year Suspension.

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- STAR – Preliminary and Final. **(Including Charter Schools)**

The usual file including District ID.

- Norm day – 2013

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS – 2013 **(Including Charter Schools)**

- All Students enrolled December 1, 2013.

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout 2012-13 **(Including Charter Schools)**

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

- Monthly SESAC and Suspension data from non-SIS schools **(Including Charter Schools)**

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

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

IV. Gifted and Talented Education

The special needs of identified gifted and talented students are addressed through differentiated classroom instruction.

Program Description

Alliance Ouchi-O'Donovan 6-12 Complex's GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers.

Our criteria extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives

Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities include extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, Spanish as a world language as distance learning program, and online college-level courses offered to high-school age youth such as *Stanford University's Education Program for Gifted Youth (EPGY)*.

Alliance Ouchi-O'Donovan 6-12 Complex staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students' needs and provides all parents with information regarding gifted and talented programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

Process for Identifying Students As Gifted and Talented

The identification process as stated below based on consistent demonstration advanced performance beyond what is expected for students earning an A on our 4 point grading rubric on student work and assessments in addition to criteria described below begins with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to Total Education Solutions for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, the parent is notified, in writing, of the student's eligibility.

Categories under which a student may be identified as gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or

Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

Gifted Education Plan

Alliance Ouchi-O'Donovan 6-12 Complex sets clear expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. AOC provides a description of gifted and talented program to parents at Open House. Progress of gifted and talented students is monitored based on data in their personal learning plan and by disaggregated interim and state assessment data.

The gifted and talented program includes:

- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

Acceleration

Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has an additional section at the end of each section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

Grouping Practices

Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

Regular Classroom

Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers:

- Create an environment that is responsive to learners
- Assess each learner's knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner's needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

V. Socioeconomically Disadvantaged Students

Low-income students will be identified by eligibility for the federal free and reduced lunch program. Approximately 94% of students at AOOOC have qualified for this program in the past few years. The overwhelming majority of all students enrolled. Our school program is designed to meet their needs. We believe all students can learn at high levels regardless of economic status. Low income students are the rule, not the exception. Student support services vary based on student need. Needs are identified and progress is monitored based on disaggregated performance data. When we track performance data we disaggregate data by subgroup to insure that all subgroups are making progress and that appropriate interventions are provided. We do not believe that a student's socio economic status should limit their capacity to learn at high levels. Low income students are among our highest performing students. Supports provided because they are low income include:

- After school support they do not have access to at home
- Fee waivers for college exams that they would not otherwise be able to pay for
- Roll models from industry partners and volunteers who are represent careers and college backgrounds they would not otherwise see or hear about at home
- College Match programs to connect students to universities that reach out with the goal of providing opportunities for low income students
- Support for the parents through parenting classes where poverty impacts home support
- Provide tutoring on the SAT that affluent students have paid for by their parents
- Provide college tours that affluent students have provided by their parents

The instructional model of the Alliance is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for identifying and addressing the specific educational needs of students within this group are the same as those detailed throughout this section.

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students, and assistance is provided to ensure eligible students successfully access waivers for college applications. Parents and guardians are also supported through parent workshops held throughout the year.

PERFORMANCE OUTCOMES

Prior to the current 2013-2014 school year, the academies making up Alliance Ouchi-O'Donovan 6-12 Complex operated as two independent charter schools – Alliance William and Carol Ouchi High School and Alliance Christine O'Donovan Middle Academy. In May 2013, Alliance William and Carol Ouchi High School's charter was amended to include grades 6-12 (students previously part of Alliance Christine O'Donovan Middle Academy).

Alliance middle schools were opened in an effort to get an earlier start to improving student learning outcomes, given that the 9th graders who started at our high schools came to us so far behind. But because charter law and LAUSD restrictions have prevented Alliance middle school students from having preferential admission to Alliance high schools, even if they share a campus, we lost the benefit of having middle school students feed into our high schools. Amending the high school petition to include the students served by the middle school strengthens the feeder pattern and provides a stable learning environment for the at risk children served by these schools.

The 6-12 environment also provides an increased sense of community and shared accountability. Leadership and faculty at both academies are creating increased opportunities to better coordinate, articulate and communicate about students and create a model to ensure that lower grade students are better prepared for the transition to high school and high school students are fully prepared for graduation and college. High school level students will have the chance to mentor middle school level students within their own school. Advanced middle grade students will have the opportunity to take high school level courses when appropriate. Parents and families can be assured a long-term and consistent investment in the education of their child(ren), and a more unified atmosphere that allows them to build long-term relationships with faculty, staff, and fellow parents and families.

Our goal with the merge is that grade level articulation between teachers and school leaders in higher performing high schools will have a significant positive impact on middle school student outcomes

In addition, the merging of the schools will increase operating efficiency by eliminating the need to do multiple versions of required local, state and federal reports; and will allow the school to leverage administrative and financial resources to ensure an increased investment in the instructional program.

Because we do not yet have scores to provide for the 6-12 academy as a whole, the data below is provided for each of the schools when they operated independently.

Academic Performance Index (API)

The purpose of the API is to measure the academic performance and growth of schools. A school's score or placement on the API is an indicator of the school's performance level and growth as measured by how well the school is moving towards target goals.

Ouchi High School:

The high school academy (originally known as College-Ready Academy High School #6) was named a California Distinguished School in 2009 and ranked in the top 3% of high schools nationwide in 2012 and 2013 by *US News and World Report*.

Academic Performance Index (API)	2009-10	2010-11	2011-12	2012-13
Alliance William and Carol Ouchi High School				
Academic Performance Index (API)	795	764	773	772
State Rank	8	6	6	TBD
Similar School Rank	10	10	9	TBD

Source: CDE Data Quest

Throughout the past four years we have maintained over a 750 API score, which is higher than our neighboring comprehensive high schools. The school opened with an API score of 799 and over the years has dropped to 772, which is a difference of 27 points. The school's enrollment has drastically increased since 2009 from 90 students to this year, 580 students. We have had more students with disabilities in addition to ELL students enroll in our school. As these subgroups of students enrolled in the school, initially, there was very little support and teacher training on how to effectively address their individual needs. In 2011, we began to take a close look at the data and analyze the performance of both ELL and Students with disabilities. Last year, we identified an ELL Coordinator to be responsible for training teachers, tracking and sharing pertinent data with staff, and working closely with ELL students. We are planning on continuing our work with analyzing data and identifying key strategies such as, no opt out, asking students to repeat directions, tutoring, Achieve 3000 Reading Program, using sentence starter, and vocabulary building with our ELL students school wide.

Number of English Language Learners

	2007	2008	2009	2010	2011	2012	2013
# of English Language Learners	38	66	73	77	86	111	79

We have also impeded teacher training in our Professional Development Schedule on training teachers on how to accommodate students with Disabilities in a general education classroom. Resource teachers create a Passport that includes information about each IEP student individual needs and share this information with teachers. Resource teachers also push in to general education teacher classrooms to provide in class support to IEP students. The push in process allows teachers to plan, grade, and instruct together to meet the needs of not only IEP students, but also low achieving students as well.

Our API score rose 9 points with the 2011-2012 school year. We created instructional accountability systems (such as administrator observations, peer observations and coach observations) for our teachers, and attained a targeted focus on instruction. We believe this “focus” allowed our instruction to improve and thus increase our test scores. Our API score dropped 5 points from 804 score in 08-09 to 795 in 09-10 school year. In the 2010-2011 school year we also dropped to a 764 API score. Our scores dropped in previous school years because we had less students performing in the advanced and proficient band than in previous school years. We have successfully recuperated from this and have put in place a sustainable accountability measure for our instruction.

Also, in the 2012-2013 school year students were explained the importance of taking exams seriously. The school participated in a campaign in which students were explained the significance of CST exams, asked to set goals, and asked to explain their score to their parents. Parents had to agree on individual goals set by students. Students that scored Advanced and Proficient on CST exams received a button to wear on their backpacks, and students who did not score Advance or Proficient on their CST exams received a button that indicated that they would score advance and proficient on their next CST exam. We believe that holding students accountable and having them take personal responsibility for their scores encouraged students to do their absolute best on the CST exams.

Even though we have reached a plateau in API, we continuously outperform neighborhood High Schools (see table at the end of this section).

O’Donovan Middle Academy:

Academic Performance Index (API)	2009-10	2010-11	2011-12	2012-13
Alliance Christine O’Donovan Middle Academy				
Academic Performance Index (API)	733	704	720	708
State Rank	4	2	2	TBD
Similar School Rank	10	4	4	TBD

Source: CDE Data Quest

The API base of 725 was established in 2009 with only grade 6. Since the 2010-11 academic year, the school has been operating as a full 6th-8th program with 450 students. The most recent data from 2013 standardized testing was an API of 708 with all grade levels represented.

The school API dropped 12-points (720 to 708), meeting targets for specific subgroups (Hispanic/Latino, SES, EL). Contributing factors include the following:

- Based on the 8th grade cohort's consistent low performance in both ELA (2010-11 – 28%; 2011-12 – 33%; 2012-13 – 22%) and Math (2010-11 – 27%; 2011-12 – 24%; 2012-13 – 9%), we expected a drop in our API scores for the 2012-2013 school year based on this cohorts previous performance. This specific cohort of students came to our school as 6th graders with low test scores, while making progress there are still lower than the cohort group above and below them. Based on this cohort’s previous low scores and there testing would be testing in all 4 core areas as 8th graders we were not surprised when our scores were released.
- In the 2012-2013 school year the original Algebra teacher resigned a week before start of school for personal reasons. Students had various substitute teachers until a qualified full time teacher was hired two months into the school year. As a result of the instability from having substitute teachers, classroom management was a major focus for the remainder of semester. In addition, fundamental standards were not properly taught and assessed which led to a lack of basic algebra knowledge and skills necessary for student achievement. The full time 8th grade math teacher returned this year and has been able to provide students with a rigorous math course beginning at the start of the school year. We have already seen a significant increase in our Quarter 1 Benchmark Assessment with 32% proficient compared to only 3% proficient on last

year's Quarter 1 Benchmark Assessment. Additional support is provided to our Algebra and other math teachers by Alliance Math coaches. This includes meetings with the math department on a weekly basis, observations and on-going professional developments.

- Algebra Scores- All students took Algebra as 8th graders in the 2012-2013 school year. Student achievement data for 8th grade Algebra 1 has been low every year it has been offered at O'Donovan as well as the other Alliance Middle Schools. Due to the number of students that came to the school without the prerequisite skills to be successful in Algebra 1, we as an Alliance have created an 8th Grade Common Core Math course for the 2013-14 school year. This course is offered to all 8th grade students instead of Algebra 1. A small group of 31 students were selected this year for one section of Algebra 1. These students were selected based on the criteria of scoring Proficient or Advanced on 7th grade Math CST and Scoring at least 70% on the MDP exam, which was administrated May 2013.
- In the 2012-2013 school year there were new teachers in core subject areas in all grade levels, including English, Math, and History. This new adjustment including the need to effectively learn the BLAST model was also a factor that contributed to our drop in API scores as compared to those core testing areas to our previous school year.
- 6th grade Math CST scores remained unchanged. Although there was not a decline with our 6th grade math scores we attribute a lack of growth due to the large percentage of ELL and SPED students in this specific grade level cohort. The ELL students in this grade level scored 8% proficient/advance while our SpEd students in math scored 14% Advanced/Proficient. Further, based on classroom observations it was determined that while assignments are engaging in the 6th grade math course there is a need for more rigor. The Director of Instruction is currently working with this 6th grade math teacher on including more rigor, as well as transitioning to Common Core Standards.
- 7th grade had an increase in ELA based on the implementation of the Reader's Workshop Model. The Reader's Workshop Model targets students at their current Lexile level. The ELA teacher looped with these students to 8th grade to continue with the Reader's Workshop Model, as well as worked with the 6th and 7th grade ELA teachers on integrating Reader's Workshop into their classes.

New strategies being used in the 2013-2014 school year to bolster gains include:

- Data and Response to Intervention- specifically targeted strategies that will be used to monitor individual student's progress during the 2013-2014 school year. The main concept will be to implement the use of a data wall that will target all "urgency" kids (students that scored 290-360 on CSTs). The idea is to have the whole team of teachers select these targeted students, list them on a school-wide data wall that will be used by staff only. Further, teachers will select 10 kids that will be their focus students, which they will be in charge of mentoring and monitoring. These students will be responsible of submitting bi-monthly progress checks to their "Mentor Teacher". These checks will focus on academic grades, assessments and behavior. Furthermore we will design specific intervention plans for these "urgency" students. On an on-going basis teachers will record pre-assessment results and post assessment results on the data wall. This will be a data wall that is consistently utilized by grade level teachers and inform planning of instruction. PD time will be allotted twice a month for the purpose of monitoring, analyzing data and updating results in the wall.
- Revolution Preparation software used after school (Mon-Thurs) for students who scored in the Far Below and Below Basic areas in their Quarter 1 District Benchmark exam. Students take a pre-test in the Revolution Preparation program, and are placed in assignments at their current performance level. Students are given this additional time to fill in gaps that they may have in their math skills. We predict that the Revolution Preparation software will help these students be

better prepared for the transition to common core standards in addition to filling any basic math gaps.

- ELL Coordinator providing after school tutoring once a week to those students that are classified as Levels 1-3. Support is provided in addition to other data based mandatory tutorial sessions. Support will focus on students' individual language needs in order to move students toward reclassification. We predict that this additional support will move students toward reclassification at a quicker rate.
- Ouchi-O'Donovan 6-12 Complex-Wide Professional Development is provided to all teachers once a month. Through these PDs specific targeted areas such as best strategies targeting English Language Learners, Academic Discourse, and Questioning strategies are specific topics reviewed and followed up on through weekly differentiated site based professional development. We predict that this will assist in aligning best practices that support student learning from grades 6-12.
- Alli Instructional Coach and Director of Instruction provide individualized supports to first and second year teachers. Support includes but is not limited to classroom observations, face to face and e-mail debriefs, lesson planning critiques and monthly new teacher support meetings that are differentiated for first and second year teachers based on specific targeted focuses.
- Revised Tutoring Program: For the 2013-2014 school year, COMA will offer three 8-week data based tutoring sessions. Students are selected based on their benchmark academic performance. The Basic performance band is the targeted focus for these mandatory tutorial sessions. Tutoring is offered every day in all academic core areas. Teachers list what standard(s) are being taught during each tutoring session. We predict that this will assist in moving students who are "on the bubble" of proficiency to proficiency on benchmark and district tests.
- The admin team meets individually with all students selected for each 8-week tutoring cycle. During this meeting, benchmark performance results are reviewed and student academic tutoring contract is signed. This document is also signed by the grade level lead teacher and sent home for a parent signature. Students are then informed of their 8-week commitment and goals are set for the following quarterly district benchmark exam.
- Individualized interventions are provided in the classrooms to students that are not performing in the proficient band levels. These individualized supports are noted in teachers' weekly lesson plan overviews and lesson plans. We predict that this additional support will help students move toward proficiency on benchmarks and district tests.
- In our 2013-2014 Student/Parent Agenda Book we have inserted a District Benchmark Exam and CST Tracker. In addition there is a section in which students are prompted to reflect and set goals for the upcoming quarterly benchmark exams. All core Math and ELA teachers oversee and ensure that students complete this tracker in a quarterly bases.
- During the first semester of 2013-2014 school year the O'Donovan administration team meets with all students to review last year's CST data (2013) and record their scores in addition to setting a goal for the 2014 school year.
- Students with IEPs receive specific supports in Math and ELA through a Directed Learning Lab. In the Lab, students continue to use Revolution Preparation and Achieve 3000 software to support their learning, and help close learning gaps these students may have. We predict that this additional support will help students move toward proficiency on benchmarks and district tests.

- We are continuing to look at how we can increase our reclassification rate through even more targeted intervention for our English learners. We already implement literacy strategies school-wide; however, our next step is to look at how to be more explicit in the application of differentiated strategies for individual students. We will be working with our teachers on this through on-going professional developments. We predict that this additional support for our English language learners will help move students toward reclassification at a quicker rate.
- Common Core Math 8 course was designed for the 2013-2014 school year for all 8th grade students that scored non-proficient in the NDTP exam which was administered in the 2013-2014 school year
- Common Core Professional Development is provided to teachers Alliance-wide and during weekly site professional development. As an organization 6 days are set-aside for professional development days. During these PDs teachers are provided with Common Core aligned and content-based sessions to further develop and prepare teachers for the upcoming common core transition. We predict that this will assist with the transition to Common Core State Standards, as teachers will be prepared to teach to these standards at the beginning of the 2014-2015 school year. Teachers will also begin to integrate these standards and practices into their classrooms during the 2013-2014 school year preparing students for the full integration of the Common Core State Standards.
- As a result of the merge with Ouchi High School, Christine O'Donovan Middle Academy is now able to vertically align our curriculum with Ouchi High School, which will prepare our students to be more successful at the high school level. Students will have a seamless transition from Christine O'Donovan Middle Academy into Ouchi High School. In addition, our students in the middle grades will no longer be subjected to a lottery as they will automatically be matriculated to 9th grade.

Areas to be addressed and plans to address them are discussed throughout this section.

Both academies have consistently outperformed their closest neighboring district middle and high schools.

Area High Schools	API (2012-13)
Alliance William and Carol Ouchi HS	772
Foshay Learning Center	719
Manual Arts HS	626
Crenshaw HS	550
Area Middle Schools	API (2012-13)
Alliance Christine O'Donovan Middle Academy	708
Audubon Middle School	696
John Muir Middle School	687
Edwin Markham Middle School	632
George Washington Carver Middle School	623
Samuel Gompers Middle School	607
Horace Mann Junior High	573

Source: CDE Data Quest

California Standards Test (CST)

The CST is one indicator that determines how well students are achieving in California's content standards in English, math, science and history. The state target is for all students to perform at the proficient or advanced level.

Ouchi High School:

ELA CST Proficient/Advanced Student Percentages over Time

Grade	Subject	2010	2011	2012	2013
9	ELA	50%	46%	37%	52%
10	ELA	48%	37%	46%	39%
11	ELA	50%	32%	35%	37%

Language Arts CST scores have remained consistent from previous years. However, as students progress from 9th to 11th grade, their CST scores become lower. It is clear to us from observations and teacher dialogue that teachers utilize standards based instruction and grading however, there are several reasons for our CST percent proficient decline over grade level. One specific reason is the 10th grade instructional focus was not on CST test prep and strategies. The 10th grade teacher instead utilized the standards to design rigorous novel based instructions. In hindsight, the teacher should have increased the test prep strategies since that is where our students struggle. The 11th grade CST percent proficient and advanced have predominantly stayed low because of the change of standards from the 10th to 11th grade year.

Last school year the 11th grade English teacher included CST test prep and strategies alongside her novel-based instruction, however, more must be done to help students learn and perform these standards. Last year CST scores indicate that 9th grade students scored higher than the previous year, increasing in proficient and advanced by 15 points and showing a 2% increase over time. The scores increased because teacher instructional practices improved. For example, while in previous years we had ELA Support and 9th grade English for students, the teachers collaborated very closely, strategically placing major standards and sub standards in their lessons and covered novels such as of *To Kill A Mockingbird*, *Of Mice and Men* and *Romeo and Juliet*. The 9th grade English teachers also taught students test prep strategies to prepare students for CSTs. These teachers demonstrated that if there are effective instructional practices, student achievement will improve. In addition, we began a summer bridge program for incoming 9th grade students. Last summer was the first time that Ouchi has conducted a mandatory summer bridge program. In this program, 9th grade students had an opportunity to take part in an intensive program that focused on Reading and Writing proficiency. Students participated in a pre and post assessment during the summer bridge program. Student data was shared with 9th grade teachers in an effort to get a baseline score from students. This allowed the 9th grade ELA Support and 9th grade English teachers to plan curriculum based on student needs.

This was the second year of the summer bridge program and it was structured the same this year as the year before. This year, Summer Bridge teachers introduced BLAST as an instructional model during the summer program. Students had an opportunity to work in 3 stations, individualizing instruction and focusing on individual student needs. Because we are a conversion BLAST school, 9th grade students had an opportunity to become familiar with and practice the BLAST model prior to beginning the school year.

In addition to continuing our school wide focus on training students to annotate when reading text, the English Department will continue to increase the rigor in all levels of Language Arts. Last year, the English Department began vertical teaming during department meetings and will continue this practice this year. As we move towards preparation for common core, all content areas will focus on writing, giving students more practice in writing.

Additionally, all students will be tested on their Lexile level and are expected to increase their reading level by, at least, one Lexile level. Students will be assessed during Advisory and teachers will use Lexile level data to drive instruction. We are using Achieve 3000 to monitor student progress towards this goal.

Special Education students will use Achieve 3000 in the Resource Lab, in addition to their Advisory class, to practice and improve reading levels.

Because we have so many new teachers, we are working to provide support for new teachers and help ensure increased teacher retention through the following steps:

- Increased amount of support from both the home office (content directors and coaches) and staff (Administrators, ALLI Coaches, Department Chairs, and Grade-Level Leads) on campus.
- Home Office Directors and Coaches – Support specific content area teachers with lesson planning, instructions, and analyzing data. Coaches also provide lessons for teachers on an as needed basis.
- Administrators – Administration is working hard to make sure that all staff members feel valued and above all supported. They are doing this in several ways such as: the continuation of the sunshine committee, “Ouchi Bucks”, and staff celebrations for success
- ALLI Coaches – we have 2 coaches who are mandated to spend 90 minutes a week supporting all first year teachers. Support consists of observing their classes, weekly check-ins, giving immediate feedback, providing them time to observe other classes (with collaborating with administration), holding New Teacher meetings twice a month and providing bonding opportunities for new teachers.
- Department Chairs – Each department chairperson, in addition to administrators and coaches, are members of the leadership team. The leadership team meets at least once to make decisions about school-wide instructional practices. They are all paid a stipend to meet regularly with their department on creating effective lessons, identifying department wide strategies, and overall department support.
- Grade-Level Leads – Each grade level lead is paid a stipend for supporting grade level teachers in Advisory lessons, analyzing student data, and sharing best practices.
- Committee’s – We have established 4 committees to allow for shared decision-making. All teachers are a part of at least one committee (Safety, Instruction, Parent Engagement/Sunshine Committee, and Advisory). We meet formally in committees the 5th Wednesday of the month. However, since there is not always a 5th Wednesday in every month, some committees meet more often.
- Additionally, some new teachers have access to various TFA support systems.

Ultimately, we are working on building staff morale, allowing teachers to share their opinions and expertise, while celebrating success, which hopefully allows them to feel connected to one another and the school.

Math CST Proficient/Advanced Student Percentages over Time

Subject	2010	2011	2012	2013
Alg I	38%	45%	28%	31%
Alg II	19%	19%	11%	9%
Geometry	10%	n/a	20%	25%

Math Overall, Math CST scores have remained consistently low over the past four years. Alg. 1 scores have increased this past year as a result of adding an Algebra support class to the Master Schedule. The Algebra Support teacher and the Algebra I teacher collaborated last year in lesson planning, sharing data, and sharing instructional practices. A reason for the increase in Algebra scores can be attributed to the way the Algebra Support class and the Algebra I classes were structured. Specifically, the Algebra Support teacher front-loaded standards 2-3 weeks prior to information being presented in Algebra I class. This allowed students to become more familiar with standards early on so that they could gain a deeper understand of concepts. This same structure will be applied for not only Algebra Support and Algebra I,

but also for Algebra 2 Support and Algebra 2. This is the first year we have a class to support students enrolled in Algebra 2 classes.

Last year our Geometry teacher was out on maternity leave for several months and a substitute teacher covered her class. Even with the absence of our Geometry teacher, our Geometry test scores still increased. Our Geometry teacher uses collaborative strategies in addition to self-reflection prompts in order to increase student development in the course. We are confident that our Geometry CST scores will continue to increase this school year.

This year Math teachers will continue to look at pre and post assessment data, Benchmark, and CST data to target individual students. We will work with Home Office Math coaches to support our teachers in presenting rigorous standards based lessons to increase test scores and work on getting our students College Ready.

Lastly, we will begin Common Core next year, which changes the Math sequence to Integrated Math I, II, and III. In the meantime, we have added an Algebra 2 Support class, Math CAHSEE prep, and will add Math Intervention to Advisory classes. Students who score Far Below Basic and Below Basic will have to attend mandatory tutoring after school. They will also work on Revolution Prep to support them in increasing Math Proficiency.

Social Studies CST Proficient/Advanced Student Percentages over Time

Grade	Subject	2010	2011	2012	2013
11	US History	44%	45%	41%	53%
10	World History	70%	45%	42%	46%

Social Studies CST scores have remained constant throughout the years. Our 11 grade US History Scores have increased significantly over the years, with a big jump of 12 points in the most recent year. US History scores have increased a total of 9 points over a 4 year period.

A focus on Standards Based grading and Standards Based instruction can be attributed to the increase of US History test scores. Instructional strategies such as re-teaching Benchmarks and using data to plan instruction, in addition to teaching Rigorous curriculum has benefited students last year. The History Department collaborates and share instructional practices. They also work closely with the Language Arts Department in creating grade level projects.

Something else that can be attributed to an increase of History scores is our evaluation system. Our TCRP rubric allows Administrators and coaches to work closely with teachers in improving their practice. We also have a History coach in the Alliance Home Office, for the first time, to support our Social Studies Department.

World History Scores increased last year, but have decreased overtime. This year, the history department is working on vertical teaming and departmental shared practices in an effort to standardize instructional practices. The overall goal for this year is to incorporate writing in social studies and connect social studies curriculum to Language Arts.

Science CST Proficient/Advanced Student Percentages over Time

Subject	2010	2011	2012	2013
Biology	63%	51%	60%	55%
Chemistry	52%	22%	16%	23%

Chemistry scores increased 7 points this past year. We are confident that with the focus on Math this school year, our Chemistry scores will continue to increase. The initial drop in Chemistry scores can be attributed to the overall low Math performance in Algebra 2, as there is an abundance of Math application required for Chemistry. This year, all Advisory classes will support our Math Department by participating in weekly test prep Math problems. The Math Department will devise problems for students to work on during Advisory for practice purposes.

We also have 2 new teachers in our Science Department. These teachers will be supported by one of our coaches who is also the Science Department Chairperson. Physics is one of the classes added to our Master Schedule this year. This class is only offered to seniors and will allow them to become better prepared for Science classes when they begin college.

O’Donovan Middle Academy:

	ELA	Algebra 1	Science	Social Studies
2012-13	22%	9%	53%	34%
2011-12	51%	22%	57%	47%
2010-11	30%	19%	63%	42%
2009-10	N/A	N/A	N/A	N/A
2008-09	N/A	N/A	N/A	N/A

The school has seen growth among subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, and the English Learners). Specifically with respect to the CST data:

Increased performance in proficient to advanced performance bands in Mathematics

- Math Grade 6: 35% of the 140 students tested (% remained the same)
- Math Grade 7: 48% of the 142 students tested (Increase of 24% from 2012)
- Math Grade 8 Algebra I: 9% of the 145 students tested (decrease of 13%)

Increased performance in English Language Arts

- *6th Grade- 34% (students) of the 141 students tested, scored in the proficient to advanced performance bands.*
- *7th Grade- 44% (students) of the 144 students tested, scored in the proficient to advanced performance bands.*
- *8th Grade- 22% (students) of the 146 students tested, scored in the proficient to advanced performance bands.*

History-Social Sciences (Grade 8)

- 58% Advanced and Proficient

Science (Grade 8)

- 53% scored Advanced and Proficient

The improvement in student performance and achievement is due to the strategic work the instructional team engaged in for the areas of mathematics and English. Targeted interventions based on individual-level student data were developed. Students who were not performing at the “basic” level were part of the Saturday School program to remediate their skills and improve mastery on standards.

“Basic” students were also provided additional instructional support through afterschool tutoring and close monitoring of their individualized student academic plans developed by English and Math teachers.

Grade 7 student performance is due in part to O’Donovan’s Summer School Transition Program, which occurs the month prior to the start of school. The foundations of the “transition” program continue through the academic year with a specially designed elective called “Math Media and Literacy.” This elective focuses on core content support, developing college-ready skills and supporting students through *transition to 7th grade*

Following analysis of 2013 data, grade-level programmatic changes were created and implemented in the area of mathematics. The data led to a strong focus be placed on specifically identified standards: The following steps were incorporated to target those focus areas:

- Math CST intervention program: Specifically offered afterschool and during Saturdays. Student will be selected based on CST data analysis results (5 point decline) primarily focusing on “basic” to “proficient” levels.
- Math Notebooks (Signature practice of O’Donovan math department): Each math student is expected to have personal spiral notebook in which daily Cornell Notes will be taken and include a CST released question connecting to daily notes.
- Daily Math “Do-Now”: Focused on lesson review from previous day and including a CST standardized test type question.
- Grade 7 Math Intervention: Math intervention replaced Art class.
- NP Mandatory Tutoring: Students with NPs in math courses mandatory tutoring twice a week after school until NP grade is improved to proficient levels.
- Afterschool Intervention: Incorporate Revolution Prep software program as an afterschool intervention for grades 7 and 8
- Teachers identified areas of need for each student based on ELA CST strand results and provided interventions, such as tutoring.
- Create English Language Arts intervention programs including ELA tutoring and ELA CST prep classes offered afterschool and during Saturdays with a CST focus. Timeline: 2nd quarter- week prior to CST exams
- ELA “Do Now” focusing on a minimum of one daily CST released question based on CST analysis
- Throughout daily lessons CST standardized type questions will be utilized to assist students with comprehension levels on state/district mandated type exams.
- School-wide reading initiative: School will adapt Stop, Drop and Read initiative, which will focus on reading for pleasure. Entire school will read for 15 minutes on any given day for two days out of an instructional week. Teachers and students will be informed through a special bell that will signify our 15-minute school-wide SDR time, followed by a quick summary write on 15 minute reading.
- Students receiving NPs in ELA courses will have mandatory tutoring twice a week after school until NP grade is improved to proficient levels.

Additional strategies implemented to bolster gains are included in the previous Academic Performance Index section and in the AYP section below.

California High School Exit Examination (CAHSEE)

Students must pass the CAHSEE in English and Math to receive a high school diploma. Students are first administered the CAHSEE in grade 10. A passing scaled score is 350 and students are proficient with a scaled score of 380.

Ouchi High School:

CAHSEE Passing	2009-10	2010-11	2011-12	2013
English	86%	90%	89%	93%
Math	88%	91%	91%	89%
CAHSEE Requirement	81%	84%	86%	86.5%
CAHSEE Proficiency				

English Proficiency	54%	61%	56%	60.1%
Math Proficiency	58%	55%	70%	58.8%

CAHSEE English Passage and Proficiency rates both increased last year as a result of our English CAHSEE class. Enrollment for all 10th graders was mandatory for this CAHSEE English class. Our Math Proficiency rate decreased last year however, our CAHSEE Math passage rate has increased by 1% point overtime.

We have an overall CAHSEE passage rate of 86.5%, which is higher than the LA County and California average. This year 10th graders are enrolled in a CAHSEE class that covers both English and Math. Revolution Prep digital content, is used along with other curriculum, in the CAHSEE prep class. Students enrolled in this class participate in a mock CAHSEE prior to taking the actual exam. The data from the mock CAHSEE is used to guide instruction and ultimately improve overall CAHSEE results.

10th grade students are also required to participate in afterschool CAHSEE classes November and December and a CAHSEE Saturday "Bootcamp," January through March.

Annual Yearly Progress (AYP)

AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress. AOC is committed to meeting all AYP criteria for both school-wide and subgroups and analyzes AYP performance annually.

Ouchi High School:

Math

Academic Performance Index Subgroup Performance vs. Growth Targets for AYP	Math									
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	% Proficient	Met 54.8% Criteria?	% Proficient	Met 66.1% Criteria?	% Proficient	Met 66.1% Criteria?	% Proficient	Met 77.4% Criteria	% Proficient	Met 88.7% Criteria?
School-wide Proficiency	56%	Yes	57%	Yes	57%	Yes	71%	Yes	60.6%	No
African American	--	--	50%	Yes	50%	Yes	70%	N/A	52.6%	-
Hispanic	56%	Yes	57%	Yes	57%	Yes	71%	Yes	62.3%	No
Socioeconomically Disadvantaged	56%	Yes	57%	Yes	57%	Yes	72%	Yes	60.6%	No
English Learners	51%	Yes	57%	Yes	57%	Yes	68%	Yes	60.2%	No
Special	--	--	--	--	--	--	--	--	-	-

Education										
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ELA - This year we met 12 out of 18 AYP criteria indicators.

We did not meet criteria in 5 areas: percent proficient rate in School wide English & Math, Hispanic/Latino math proficiency, socially disadvantaged English & Math and English Learners in Math.

Academic Performance Index Subgroup Performance vs. Growth Targets for AYP	English Language Arts								
	2008-2009		2009-2010		2010-2011		2011-2012	2012-2013	
	% Proficient	Met 43.5% Criteria ?	% Proficient	Met 44.5% Criteria ?	% Proficient	Met 66.7% Criteria ?	% Proficient	% Proficient	Met 88.9% Criteria?
School-wide Proficiency	78%	Yes	55%	Yes	60%	Yes	58%	58.5%	No
African American	93%	Yes	79%	Yes	71%	Yes	60%	52.6%	-
Hispanic	75%	Yes	51%	Yes	59%	No	57%	59.8%	Yes
Socioeconomically Disadvantaged	78%	Yes	54%	Yes	61%	Yes	58%	58.4%	No
English Learners	75%	Yes	49%	Yes	56%	No	52%	60.2%	Yes
Special Education	--	--	--	--	--	--	-	-	-

- Last year we met 15 out of 17 AYP indicators.
- We met all criteria for participation rate
- We met all percent proficient rate criteria rate in Mathematics
- We did not meet criteria in 4 areas for percent proficient rate criteria in English

The one area that affects all AYP non-met indicators is performance by our ELL students. Although our reclassification rate continues to increase, the overall CST scores of our ELL students in English remain low. We have worked with teachers in identifying ELL students in each of their classes and have made a huge push to support ELL students. Last year was the first year of the push and we will continue to work

with this population of students this year. Apart of the push was designating an ELL Coordinator to work with training teachers on how to support different levels of ELL students in all content areas. Also, ELL students are expected to attend mandatory tutoring in which they will work on digital content in addition to working with our ELL Coordinator in improving English grades and progression towards grade level standards.

Because we are a BLAST conversion school, BLAST teachers will have an opportunity to differentiate instruction and target ELL students and working with them in small groups. This is a general practice that all teachers are expected to incorporate in their instruction. We will also have a school wide focus on having all students engaged in student collaboration and academic discourse. We are receiving training from Home Office Directors and Coaches and hope that this will improve overall school performance.

O'Donovan Middle Academy:

For 2012-13, 8 of 17 Adequate Yearly Progress criteria indicators.

Met participation rate in the following areas:

1. English School-wide
2. English (Latino)
3. English (Socio-Econ Dis)
4. Math (English-Learner)
5. Math School-wide
6. Math (Latino)
7. Math (Socio-Econ Dis)
8. Math (English Learner)
9. API Indicator for AYP

The following AYP criteria areas were not met and are current areas of focus for 2013-14:

10. AMO English (School-wide)
11. AMO English (Latino)
12. AMO English (Socio-Econ Dis)
13. AMO English (English-Learner)
14. AMO Math: *School-wide*
15. AMO Math: *(Latino)*
16. AMO Math: *(Social Economic Disadvantaged)*
17. AMO Math: *(English Learner)*

The following steps have been put in place to provide focused supports in these areas:

AMO English (School-wide):

- Achieve 3000 software was purchased for all grade levels (6-8) and is currently implemented using the BLAST model throughout English classes. Students' Lexile reading levels were measured at the start of the school year (Aug. 2013). A mid-point assessment will be provided during the start of 2nd semester (Jan. 2014) to measure progress. A final post-assessment will be provided grade-level wise to determine students' growth/gains.
- Readers and writers workshop is incorporated in the 7th and 8th grade English core classes. In addition, we are in the process of incorporating a digital library utilizing STORIA software for class texts that will be available in Lexile levels.

AMO English (Latino) - 90% of our students are Latino and fall under school-wide goals.

AMO English (Socio-Econ Dis) - 98% of our students are Socio-Economically Disadvantaged and fall under school-wide goals (refer to school-wide goals)

AMO English (English-Learner)

- ELL Master schedule was created and provided to all teachers. This schedule includes students ELL levels and CELDT scores in reading, writing and speaking. The schedule informs teachers for lesson planning purposes.
- ELL Coordinator provides after school tutoring to all ELL Level 1-2 students. This tutoring is administrated in addition to the mandatory content core tutoring that students may have already been assigned. The focus during this tutoring is on English language, speaking/pronunciation and writing skills.
- Alliance Ouchi-O'Donovan 6-12 Complex: ELL focused Professional developments are provided to teachers on a monthly bases. As a complex the administration at Ouchi and O'Donovan organize complex-wide professional developments that strongly focus on ELL Strategies, SADIE Strategies and best practices. Further, an LAUSD presenter was invited to conduct an ELL focused PD August of 2013. We predict that with such support and ongoing trainings we will be able to better equip our team of teachers to differentiate to the needs of our English Language Learners. Furthermore, this support will assist to move students toward reclassification at a quicker rate.
- ELL Coordinator provides support during class assessments. Core content class assessments are modified and students in levels 1-2 are provided with accommodations including oral assessments, reading passages in small groups, individualized scaffolds and ELL embedded strategies.
- ELL Students are provided with 4-week academic progress checks. ELL coordinator reviews these progress checks with students prior to the end of each grading period. Students with missing assignments are assigned after school tutoring and provided with support to complete such assignments.
- ELL coordinator specifically focuses on push in with our level 1-3 students. In addition, a strong focus is being placed on providing level 4-5 students necessary strategies to have them reclassified.
- ELL Coordinator provides bi-monthly ELL Best Strategies through professional developments.

AMO Math: *School-wide*

- In the 2012-2013 school year (March 2013) all math students in grade 7 were assessed using MDTP Exam (Algebra Readiness Exam). Students that scored proficient were placed in Algebra class and those that scored non-proficient were placed in a Common Core Math 8 course.
- Revolution Preparation software is used in all math core classes (6-8 grade) through the means of the BLAST model. In addition, 6th grade students also use ST Math software in their math intervention elective course to help fill missing math gaps. Our 7th grade math intervention elective class and 8th grade Common Core Math teacher uses Mathalicious curriculum to help support and supplement math concepts.
- All Math core teachers are providing students with pre-assessments and post assessments for each instructional math unit. The purpose is to determine individual students success and drive instruction for re-teaching purposes. Students that do not demonstrate sufficient growth are provided with specific interventions including 2 rotations of direct instruction in a math core class and/or tutoring provided during nutrition, lunch or after school.

AMO Math: (*Latino*) – 90% of our students are Latino and fall under school-wide goals (refer to school wide goals).

AMO Math: (Social Economic Disadvantaged) – 98% of our students are Social Economic Disadvantaged and fall under school-wide goals (refer to school wide goals).

AMO Math: (English Learner)

- E - ELL Coordinator provides support during math classes. Coordinator pushes into all grade level classes and targets ELL students that are levels 1-2. Students are provided with individualized math support in dual language. Core content math class assessments are modified.
- ELL students in the basic band levels are provided with mandatory 8-week Math tutoring sessions. In addition, all ELL level 1-2 students receive individualized tutoring support from our ELL coordinator.
- Revolution Preparation software is used in math core classes (6-8 grade) and differentiated to meet the ELL needs. The program is scaffolded to provide students with specific language supports. In addition, 6th grade students also use ST Math software in their math intervention elective course to help fill missing math gaps and is also programmed to individually meet the needs of ELL students.
- ELL coordinator specifically focuses on push in with our level 1-3 math students. In addition, a strong focus is being placed on providing math level 4-5 students necessary strategies to have them reclassified in a quicker rate.

The following is the breakdown in specific subgroups:

6th Grade – Hispanic Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	32%	41%	23%	41%	35%
Math	31%	41%	25%	37%	37%

6th Grade – Economic Status Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	37%	41%	28%	41%	34%
Math	34%	40%	28%	35%	35%

6th Grade – Special Education Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	N/A	N/A	0%	13%
Math	N/A	N/A	N/A	0%	14%

6th Grade – English Language Learners Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	13%	4%	11%	9%	5%
Math	11%	0%	7%	10%	14%

7th Grade – Hispanic Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	29%	48%	32%	43%
Math	N/A	33%	36%	22%	51%

7th Grade – Economic Status Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	29%	47%	34%	42%
Math	N/A	32%	34%	23%	48%

7th Grade – Special Education Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	0%	N/A	0%	0%
Math	N/A	8%	N/A	0%	50%

7th Grade – English Language Learner Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	2%	13%	3%	0%
Math	N/A	11%	4%	3%	8%

8th Grade – Hispanic Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	N/A	29%	51%	19%
Algebra	N/A	N/A	20%	25%	9%
Science	N/A	N/A	63%	58%	50%
History	N/A	N/A	40%	51%	31%

8th Grade – Economic Status Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	N/A	31%	51%	22%
Algebra	N/A	N/A	20%	23%	9%
Science	N/A	N/A	62%	57%	53%
History	N/A	N/A	42%	48%	33%

8th Grade – Special Education Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	N/A	N/A	0%	0%
Algebra	N/A	N/A	0%	0%	0%
Science	N/A	N/A	27%	0%	8%
History	N/A	N/A	18%	0%	7%

8th Grade – English Language Learner Subgroup

	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	N/A	N/A	12%	0%	0%
Algebra	N/A	N/A	14%	0%	0%
Science	N/A	N/A	46%	0%	12%
History	N/A	N/A	28%	12%	7%

California English Language Development Test (CELDT)

Students speaking a home language other than English are annually administered the CELDT. Scores of Advanced or Early Advanced indicate English Learner students are fluent in English and ready for reclassification.

Ouchi High School:

For the October 2012 CELDT exam, 92 total students were assessed. Out of that number, 17 were in ninth, 38 in tenth, 21 in eleventh, and 16 in twelfth grade. More male students (59) took the CELDT compared to females (33).

The Overall CELDT averages varied by grade level: 3.05 for ninth; 4.00 for tenth; 3.95 for eleventh; and 4.23 for twelfth. School-wide, all English Learners scored lower on the listening and reading sections of the exam. It was found that in addition to these two areas, eleventh grade ELs scored low in writing. Teachers will receive additional professional developments to support students in these areas.

All teachers are aware of who are the EL students in each of their classes. They also are aware of the EL level of each of their students. (Our EL Coordinator shares this data and has discussions with teachers regularly). They are also provided with rosters that include current EL status, CST performance, and descriptors for each level.

Teachers work collaboratively to ensure that all students targeted for tutoring receive appropriate supports. This year, the EL Coordinator will meet with students who scored low on the CELDT regularly after school. The goal of this is to practice and prepare for specific areas of the exam. Seldom, students are double booked for tutoring, not just EL students, but students who may have Math tutoring at the same time as French tutoring, for example. In this case, teachers allow students to split their tutoring schedule 30 minutes for each subject. Students are given a pass to leave one class and proceed to the next. Students must give teachers the pass proving that they have been at an alternate tutoring session.

Teachers will be trained specifically on how to use CELDT data to support students within the classroom. They will incorporate more speaking and listening activities, as well as writing across the curriculum. To increase reading levels, all teachers will use Achieve3000, a program that allows students to access content at their specific reading level. It is a school-wide goal that students increase their reading level by at least 1 grade level this year.

Teachers will be trained on how to look at data and analyze specific needs of ELL students. We have incorporated time in our Professional Development schedule for teachers to take a deep dive into data and analyze how the data can drive effective instruction. During professional development, strategies to address students at each EL level are presented to teachers as best practices. Strategies such as, “no opt out,” ensuring that students speak in complete sentences in all classes, using writing in Math classes, etc. ELL specific topics already covered or planned for professional development during the current school year include, but are not limited to: components of the CELDT exam, interpreting CELDT data, using SDAIE strategies to support students, data analysis and inquiry, content area strategies to support ELL students, subgroup performance intervention, collaborative grouping, academic discourse, vocabulary scaffolding, specific strategies to use for lexile levels, and planning instructional strategies to individually support students.

Time has also been impeded in our minimum day schedule to allow teachers time to collaborate with one another and develop comprehensive Unit plans that will support ELL students.

Lastly, the EL Coordinator will also be working with the coordinator at O’Donovan to prepare trainings, CELDT administration, and supports for students.

Ouchi High School Reclassification of EL	2010-2011	2011-2012	2012-2013
Percent Reclassified	9%	17%	24.3%

In 2010-11 the reclassification rate was at 9% and increased the following year to 17%. Last year our percentage rate increased 24.3%. Even though our reclassification rate has drastically increased, we are finding that overall, our EL students are passing their English class and the CELDT exam, but are not scoring proficient and/or advanced on the CST. In addition, we have found that many of the EL students who have not passed CELDT have a specific learning disability. Therefore, we have identified a person to work specifically with EL students all and with Resource teachers in an effort to reclassify more students. Additionally, starting in 2013-2014, Ouchi will have a Language Appraisal Team, which will be responsible for meeting regularly to assess the progress of English Language Learners. This team is comprised of the Principal, the EL Coordinator, a Resource Teacher, and an English teacher. The goal of this team is to look at specific students and develop a plan of success.

O’Donovan Middle Academy:

Reclassification rates for English Language Learners has been increasing

- 2011 reclassification 15%.
- 2012 reclassification 33%
- 2013 reclassification 23.4%

The school leadership continues to improve reclassification through targeted interventions for English Language Learners. Next steps include explicit application of differentiated strategies for individual students language needs. O'Donovan will use weekly professional development to deepen teacher knowledge and increase teacher effectiveness in strategies

*During the 2012-2013 year a specialized instructional aide was hired to specifically focus on English Learner support. The ELL aide model includes "push-in" with ELD Level 1-3 students. For Levels 4 and 5, the focus is on providing students with strategies to improve reclassification and solid skills for continued language growth.

Advanced Placement (AP)

Ouchi High Sch

Advanced Placement Exam	2010-11 Tested	2010-11 Passed	2011-12 Tested	2011-12 Passed
English Language	28	4%	35	17%
English Literature	33	15%	93	5%
French Language	27	4%	25	20%
Us Government	87	24%	94	93%
US History	100	1%	N/A	N/A

Last year all seniors were enrolled in AP Literature in addition to AP Environmental Science. We also added AP Calculus to the list of AP classes that was offered at Ouchi. The long term plan is to offer AP classes in 10th and 11th grade so students will be more prepared when they get to 12th grade AP classes. In this case, students will receive higher-level rigorous classes, which will prepare them for college. The overall goal is to have more students scoring 4's and 5's on the AP exams so they would possibly be excluded from entry-level classes when they begin college. This year, we are offering AP Literature classes in 12th grade and AP Language in 11th grade for students who opt to have it.

One of the goals in the Alliance is to have every High School student graduate with completing at least 2 AP classes. We will gradually increase the number of AP classes offered as we develop departments in vertical teaming and train additional teachers in AP methodologies.

Graduation and College Acceptance

The high school academy has consistently ensured that all seniors meet the requirements for graduation and has maintained an extremely high graduation and college acceptance rate.

Graduation and College Acceptance	2009-10	2010-11	2011-12	2012-13
Alliance William and Carol Ouchi High School				
Seniors Meeting All Graduation Requirements	98%	99%	98%	98%
Students Applying to College	100%	100%	100%	100%
Students Accepted to a 2 or 4 Year College	83%	79%	89%	98%
Scholarships Awarded	\$276,532	\$499,214	\$433,399	\$990,580

Number of Accepting Colleges	64	53	61	108
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All seniors submit a minimum of five applications to a variety of colleges and universities across the state and country. Students from the 2012 graduating class were accepted to colleges and universities throughout the state and the country including, but not limited to: Azusa Pacific University, California Lutheran University, California State University (Bakersfield, Channel Islands, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Monterey Bay, Northridge, San Bernardino, San Marcos), Charles R. Drew University of Medicine and Science, College of Saint Benedict, Concordia University (Irvine, Portland), Dominican University of California, El Camino College, Grand Canyon University, Hawaii Pacific University, Humboldt State University, Le Cordon Bleu College of Culinary Arts – Pasadena, Los Angeles Trade-Technical College, Marymount College, Menlo College, Mills College, Mount St. Mary's College, New York University, Northern Arizona University, Notre Dame de Namur University, Oregon State University, Pace University, New York City, Pennsylvania State University, Harrisburg, Prescott College, Saint John's University, Saint Peter's College, San Diego State University, San Francisco State University, San Jose State University, Santa Monica College, Seton Hall University, Sonoma State University, Southern University and A&M College, St. Catherine University - St. Paul, Syracuse University, The Art Institute of California -- Los Angeles, University of California (at Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, Santa Cruz), University of Hawaii at Manoa, University of La Verne, University of Puget Sound, University of the Pacific, Wilberforce University, and Willamette University.

Attendance

Consistent attendance is important to maintaining the quality of the education that students receive and the quality of the school overall. Both schools now making up AOC have consistently met and exceeded our attendance rate goal of 95%. Designated budgeted enrollment is also critical in ensuring that the school is able to maintain the budget necessary to adequately serve students.

Attendance	2009-10	2010-11	2011-12	2012-13
Alliance William and Carol Ouchi High School				
Average Daily Attendance	97.9%	97.3%	97.4%	97.4%
Annual Budgeted Enrollment	96.8%	96.8%	102%	98.9%
Alliance Christine O'Donovan Middle Academy				
Average Daily Attendance	97.9%	98.1%	98.1%	97.7%
Annual Budgeted Enrollment	100%	100.7%	100.8%	100.1%

Parent Satisfaction

Each year, parents participate in a survey designed to provide feedback on culture, instruction, achievement and other important aspects of the school. The principal and staff use this feedback to evolve the school in a way that will better meet the needs of students and families. AOC has maintained a high level of parent input and satisfaction at both academies.

Parent Satisfaction	2009-10	2010-11	2011-12	2012-13
Alliance William and Carol Ouchi High School				
Completion Rate	96%	91%	83%	81%
Overall Satisfaction Rate	94%	88%	92%	85%
Alliance Christine O'Donovan Middle Academy				
Completion Rate	96%	100%	95%	94%
Overall Satisfaction Rate	94%	97%	96%	87%

ELEMENT 2: MEASURABLE PUPIL OUTCOMES
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM – *District Required Language*

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) – ANNUAL GOALS AND ACTIONS TO ACHIEVE ALIGNED TO EIGHT STATE PRIORITIES

The AOOO Local Control Accountability Plan (LCAP) includes the school’s annual goals in each of the eight CA identified priority areas representing key ingredients of our high-quality educational program.

Our LCAP includes a description of required data and how we will measure success in each of the eight areas and includes both annual school-wide goals and goals for each numerically significant student subgroup in our school (30 students minimum students by ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth – 15 student minimum).

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p>9. Student Achievement</p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <p>A. <i>CA Measurement of Academic Progress and Performance on statewide assessment</i></p> <p>B. <i>The Academic Performance Index (API)</i></p> <p>C. <i>Percentage of pupils who are college and career ready</i></p> <p>D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></p> <p>E. <i>EL reclassification rate</i></p> <p>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>G. <i>Percentage of pupils who participate in and demonstrate college</i></p>	<ul style="list-style-type: none"> • Student performance schoolwide and for all subgroups will annually reflect increase of at least 10% students proficient/advanced and reduced by 10% of students below/far below on required CST science and CAHSEE assessments and Smarter Balanced Assessments when implemented in 2015. • Alliance interim benchmark assessments on CC and CA standards as we transition will reflect ongoing improvement in 10% of students schoolwide and for all subgroups achieving proficient advanced performance • API scores will achieve state rank 8 or higher • 90% of students schoolwide and for all 	<ul style="list-style-type: none"> • Implement in ongoing differentiated professional development focused on effective instructional practices aligned to CCSS, ELD, Advanced Placement Instruction • Implement Instructional guides and interim benchmark assessments aligned to CA and/or CC standards as we transition • Submit all A-G courses for UC approval • Track student course credits and completion of required courses each semester • Promote ELA support classes to support English Language 	<ul style="list-style-type: none"> • Report, analyze, compare disaggregated interim and annual results to determine annual progress and progress overtime. • Review annual API state rank results when published by CDE. • Track and report disaggregated student completion of course requirements in 4 years and include in annual dashboard • Track and

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p><i>preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	<p>subgroups will complete A-G Courses with a grade of C or higher to earn a diploma in 4 years</p> <ul style="list-style-type: none"> • 100% of EL students will annually increase proficiency on CELDT skill areas • Annual reclassification rate will match or exceed LAUSD and CA rate • % of students schoolwide and for all subgroups participating in AP courses and passing exams at 3 or higher will annually increase to match or exceed national averages 	<p>Development in addition to differentiated instruction in core content courses</p> <ul style="list-style-type: none"> • Track annual CELDT results and provide data for each teacher for EL students in their classrooms • Provide professional development on ELD instructional strategies • Provide Advanced Placement Course instructional guides and interim assessments. 	<p>report EL student data on CELDT proficiency and include in annual dashboard</p> <ul style="list-style-type: none"> • Compare school annual reclassification rate to LAUSD and CA rates and include in annual dashboard. • Compare disaggregated WCOHtS AP Exam Pass rates annually to determine growth and compare to CA and National rates.
<p>10. Student Engagement</p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <p>A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates</p>	<ul style="list-style-type: none"> • Annual average daily attendance rate schoolwide and for all subgroups will be 95% or higher • Chronic absenteeism will be less than 3% of students enrolled • Annual dropout rate for all students schoolwide and for all subgroups including all subgroups will be 0% • Annual high school cohort graduation rate schoolwide and for all subgroups will be 90% or higher including subgroups 	<ul style="list-style-type: none"> • Track monthly student attendance rate • Recognize perfect attendance and students who achieve 95% + Attendance rate • Call parents of students not in attendance daily before the end of the first period • Establish school SARB committee to address students with chronic absenteeism. • Engage parents and students in tracking course completion • Provide access to credit recovery via summer session and online courses for all students 	<ul style="list-style-type: none"> • Compare disaggregated actual attendance to 95% target • Compare disaggregated actual dropout rate to target • Compare disaggregated records of students with chronic absenteeism to determine reduction • Track and report disaggregated cohort graduation data and include in annual dashboard.
<p>11. Other Student</p>	<ul style="list-style-type: none"> • students schoolwide and 	<ul style="list-style-type: none"> • Establish clear 	<ul style="list-style-type: none"> • Track,

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<p>Outcomes</p> <p><i>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable</i></p>	<p>for all subgroups demonstrating advanced/proficient performance on Alliance subject area benchmarks will increase 10% throughout the year</p> <ul style="list-style-type: none"> students schoolwide and for all subgroups achieving a passing grade of C or better for initial credit will increase 10% annually 	<p>expectations through instructional guides for content area interim benchmark assessments aligned to CALMAPP, CA and AP standards as appropriate.</p> <ul style="list-style-type: none"> Establish clear expectations for proficient student work through consistent rubrics for standards based grading 	<p>compare, report disaggregated data to determine growth in AP pass rates.</p> <ul style="list-style-type: none"> Track, compare, report disaggregated student grades to determine pass rates.
<p>12. School Climate</p> <p><i>School climate, as measured by all of the following, as applicable:</i></p> <p>A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	<ul style="list-style-type: none"> 0 student suspensions for willful defiance; % of student suspensions will be less than 3% 0% of student expulsions where discretionary 80% of students, teachers, and parents will have a school satisfaction rate including school safety and school climate at 4 or 5 out of 5 	<ul style="list-style-type: none"> Promote positive student behavior to mitigate discipline problems before they occur through student recognition; consistent classroom behavior expectations schoolwide; actively engage students in effective teaching and learning. Provide students with alternatives to suspension such as community service; peer mediation; Phone call to parents and/or a parent conference; After school or lunch detention; Co-curricular activity suspension (sports or clubs); Restitution (financial or social, such as a written apology); School-based or home-school contingency contract; Saturday school Prohibit suspensions for willful defiance Adhere to legally mandated expulsion 	<ul style="list-style-type: none"> Track, compare, report disaggregated student data on suspensions, expulsions, to determine if targets are met. Compare annual satisfaction survey results to determine if targets are met.

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
		requirements <ul style="list-style-type: none"> Engage parents, students, staff and community in maintaining campus cleanliness and safety. Conduct annual parent, student, staff satisfaction surveys. 	
13. Parent Involvement <i>Parental involvement, including efforts to seek parent input for making decisions, and how the school will promote parent participation</i>	<ul style="list-style-type: none"> 100% of School Town Hall Meetings, Coordinating Council meetings, School Board meetings will reflect parent input in decision-making. 80% Parent surveys will reflect parent satisfaction with opportunities for input in decision-making 100% Alliance parent university and parent communications will reflect promotion of parent participation in programs for students with special needs. 	<ul style="list-style-type: none"> Provide ongoing training for parents on advocating for their children and the school Provide information in school meetings to support parental informed input in decision-making Provide information for parents on disaggregated student performance data and differentiated instruction and support services 	<ul style="list-style-type: none"> Review meeting agendas to confirm parent training and engagement in decision making Review agendas to confirm information provided and parent participation in programs for students with special needs
14. Basic Services <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	<ul style="list-style-type: none"> 100% of teachers will be assigned appropriately for course and students taught 100% of teachers will possess required credential certification including university interns 100% of students schoolwide and all subgroups will have access to online and/or hard copy Common Core and where appropriate CA standards aligned instructional materials and assessments with differentiation for students with special needs and English Learners. School facility will be on schedule with planned preventive maintenance 	<ul style="list-style-type: none"> Credentials of all teachers hired will be reviewed by Alliance HR No teachers will be permitted to begin work until credentials have been verified Provide iPad with Pearson ELA and Math Common Core Courses for all students beginning spring 2014. Monitor sufficient access to instructional materials for all students Coordinate school maintenance and repairs with Alliance home office facilities maintenance 	<ul style="list-style-type: none"> Review staffing records to confirm appropriate credentials Review student records to confirm access to iPads and access to sufficient instructional materials. Track and report action completed on scheduled maintenance and repairs.

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
	<p>and repair. Students, staff, and parents will rate satisfaction with condition school facility a 4 or 5.</p> <ul style="list-style-type: none"> • 100% of any students schoolwide and all subgroups expelled with have a plan for coordination of instructional services as part of the expulsion plan • 100% of foster youth will be identified and special services needed will be coordinated with case workers 	<ul style="list-style-type: none"> • Monitor scheduled maintenance and repairs to insure completion in a timely manner. • Maintain 2% reserve for regular maintenance and repair. • Contact receiving institution to provide instructional profile for any student expelled. Send student work home during the expulsion process. • Identify and track foster youth in PowerSchool • Establish communication with Foster Care case worker to identify any needed services. 	
<p>15. Course Access</p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <ul style="list-style-type: none"> • <i>“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical</i> 	<ul style="list-style-type: none"> • 100% of middle and high school courses including advanced placement courses offered will be reviewed and approved in the Alliance Annual Course Catalogue. • 100% of all students schoolwide and all subgroups will be informed of their progress each semester and will be informed of classes they need to take and can choose to take in the Alliance student credit check Personal Learning Plan (PLP) • Master schedules will reflect that students schoolwide and all subgroups with special needs access to and are enrolled in appropriate support courses to meet their needs. 	<ul style="list-style-type: none"> • Complete Alliance personal learning plan (PLP) profile for each student to monitor course completion. • Inform parents and students schoolwide and each subgroup each semester of the status of students on track to graduate with course credits earned, courses need to be on track to graduate and courses they can choose to take including electives. 	<ul style="list-style-type: none"> • Compare and report annual disaggregated data from PLPs on student course assignments to determine targets met. • Analyze master schedules to confirm that students are enrolled in appropriate courses.

State Priority - Eight Areas and Required Data	Annual Schoolwide and Subgroup Goals	Actions to Achieve Goals	Methods to Measure Progress
<i>education. (E.C. §51220(a)-(j))</i>			
<p>16. Implementation of Common Core</p> <p><i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i></p>	<ul style="list-style-type: none"> • 100% of students schoolwide and each subgroup will participate in Common Core Instruction, interim assessments and SBAC assessments in English and Math beginning in 2014-15. • 100% of students schoolwide and each subgroup will be provided an iPad loaded with Pearson Common Core ELA and Math Courses that include interventions for EL students and students with special needs. • 100% of students schoolwide and each subgroup will demonstrate annual lexile level growth based on fall and spring Achieve 3000 level set tests. 	<ul style="list-style-type: none"> • Continue participation in Alliance transition to common core professional development, instructional shifts and interim assessments • Engage Alliance Common Core Transition content directors and coaches in supporting classroom teachers. • Conduct annual baseline and end of year lexile level assessment. • Establish schoolwide reading at differentiated lexile levels 	<ul style="list-style-type: none"> • Analysis of data on interim assessments • Track student records of iPad distribution • Annual analysis of lexile level growth reports

Outcome Goals – Skills, Knowledge, and Attitudes

Alliance Ouchi-O’Donovan 6-12 Complex is a high performance school that delivers a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college.

Our measure of success for students (including subgroups) enrolled in the 6th-8th grade academy is that:

- 100% of our students will culminate from middle school demonstrating significant progress towards proficient to advanced performance in core content areas
- 100% of students who are continuously enrolled from grades six through eight will be prepared for success in high school
- AOOC will meet Adequate Yearly Progress goals as required by *No Child Left Behind*.
- Students who are English Learners will annually increase proficient to advanced levels of fluency in English Language Development as measured by CELDT by at least one level and all students will achieve level 4 proficiency within three years
- Students will annually increase proficient/advanced levels by at least 5% in math and science content/common core standards, demonstrating understanding of the use of math and science to become aware of how the universe works.
- Students will annually increase proficient to advanced performance in History/Social Science in understanding of chronological and spatial thinking, research evidence, point of view, and historical interpretation.
-
- AOOC assures that schools will abide by state performance targets whatever they may be.

Our measure for success for students in the 9th-12th grade academy is that:

- 80% to 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma.
- 80% to 100% of students who are continuously enrolled for four years at Alliance Ouchi-O'Donovan 6-12 Complex from grades nine through twelve will pass the California High School Exit Examination and will be prepared for college- passing University of California and California State University A-G requirements.
- 80% to 100% of graduates will be accepted and will make the transition to some level of post secondary education, continuing on to community college or a four-year college/university.
- 80% of students will achieve proficient to advanced performance in English Language Arts content standards (reading, writing, and speaking skills) that shows understanding and effective communication.
- Students will meet Adequate Yearly Progress goals as required by *No Child Left Behind*.
- Our goal is that 100% of students who are English Learners meet CA criteria for reclassification to RFEP within three years of enrollment..
-
- AOCOC assures that schools will abide by state performance targets whatever they may be.
- Our goal is that 100% of our students will meet college readiness requirements for a 2-year or 4-year college.

Alliance Ouchi-O'Donovan 6-12 Complex will accomplish its educational mission through clear expectations, English language development and an intensive focus on English language arts, science, math, history/social sciences and foreign language, as well as a service-learning component.

In order to best serve our students and community, Alliance Ouchi-O'Donovan 6-12 Complex will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes.

Understanding that Alliance Ouchi-O'Donovan 6-12 Complex is responsible for following the California State Content/Common Core Standards for students in grades 6-12, specific emphasis is placed on those standards, which ultimately prepare students for entry into and success in college. These include all or part of the following:

Curricular Focus Grades 6-8	Schoolwide and Subgroup Goals
English/Language Arts Standards	<ul style="list-style-type: none"> ▪ All Students including all subgroups will increase proficiency in reading with comprehension, writing with clarity, speaking with meaning, and possess familiarity with literary works. ▪ Students will develop appreciation for and enjoyment in reading literature for pleasure
English Language Development	<ul style="list-style-type: none"> ▪ ELL Students will improve English language proficiency as measured by CELDT assessment.
Mathematics Standards	<ul style="list-style-type: none"> ▪ All Students including all subgroups will increase proficiency in understanding the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.
Science Standards	<ul style="list-style-type: none"> ▪ All Students including all subgroups will increase proficiency in investigation and experimentation, and understanding of the principles of earth, life and physical science.
History/Social Science Standards	<ul style="list-style-type: none"> ▪ All Students including all subgroups will increase proficiency in intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, research evidence, and point of view.
Community Service	<ul style="list-style-type: none"> ▪ All Students including all subgroups will demonstrate that they are

Curricular Focus Grades 6-8	Schoolwide and Subgroup Goals
	active members of their community. Students will participate in meaningful community volunteer efforts.
Health/Physical Education	<ul style="list-style-type: none"> All Students including all subgroups will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.

*Assessment methods and frequency for each grade level in curricular areas listed above can be found in Element 3. Instructional guide maps for grades 6-8 are included as Appendix N.

Curricular Focus (grades 9-12)*	Schoolwide and Subgroup Goals	Courses
English/Language Arts	<ul style="list-style-type: none"> All Students including all subgroups will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works. 	English Grades 9-12 (and AP)
Applied Technology	<ul style="list-style-type: none"> All Students including all subgroups will demonstrate the ability to use new and developing technologies as they relate to 21st Century career paths and college-level courses as part of their completion of two capstone math/science projects completed using technology 	Integrated Technology in Math and Science Courses
Mathematics	<ul style="list-style-type: none"> All Students including all subgroups will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. All Students including all subgroups will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems. All Students including all subgroups will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. All Students including all subgroups will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science. Students will be able to apply mathematics and its intrinsic theory. 	Algebra 1 Algebra 2 Geometry Pre-Calculus
Biological/Physical Science	<ul style="list-style-type: none"> All Students including all subgroups will demonstrate, through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology. 	Biology Environmental Science Chemistry Physics
History/Social Science	<ul style="list-style-type: none"> All Students including all subgroups will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical 	World History U.S. History Government and Economics

Curricular Focus (grades 9-12)*	Schoolwide and Subgroup Goals	Courses
	interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism.	
Foreign language and literature	<ul style="list-style-type: none"> ▪ All Students including all subgroups will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. 	Spanish 1 French 1-3
Visual and Performing Arts	<ul style="list-style-type: none"> ▪ All Students including all subgroups will demonstrate some facility with a fine or performing art. Students will understand the place of art in society. 	Art
Community Service	<ul style="list-style-type: none"> ▪ All Students including all subgroups will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts. 	Service Learning / Internships
Health Education	<ul style="list-style-type: none"> • All Students including all subgroups will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits. 	Advisory P.E.

*Courses are offered to students from grades 9-12, aligning with student preparedness for course curriculum and student interests. Students are required to satisfy A-G course requirements as outlined in Element 1. Assessment methods and frequency for each grade level in curricular areas listed above can be found in Element 3. Instructional guide maps for grades 9-12 are included as Appendix N.

No Child Left Behind

As required by *No Child Left Behind*, Alliance Ouchi-O'Donovan 6-12 Complex works with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Alliance Ouchi-O'Donovan 6-12 Complex is committed to reducing the education gap for all students. Alliance Ouchi-O'Donovan 6-12 Complex implements all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments.

Mission and Enabling Metrics for Accountability

Weighted metrics for AOOC, all Alliance schools, and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are outlined in Element 5.

Program Improvement (PI)

According to the Federal Guidelines for NCLB Program Improvement School Requirements, any school that has not made AYP for 2 consecutive years will be in Program Improvement Year 1. AOOC is currently in Year 2 (both the high school and middle school academies).

AOOC follows the guidelines set forth by NCLB Program improvement. "Although a direct-funded charter school is considered to be its own LEA, the school will be subject to the PI provisions that apply to schools and not LEAs." AOOC assumes the responsibilities that a charter school must assume when a charter school is identified as PI including the following:

- Promptly inform parents of each child enrolled in the school of the school's PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents can be involved in addressing the academic issues that led to the identification. The notification will include the school choice option of returning to the home public school. A sample parent notification letter for Year 1 PI charter schools is available on the CDE Web site.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with the professional development requirements. PI schools must set-aside 10% of their Title I allocation for professional development for teachers and other school staff.

As the charter management organization, Alliance College-Ready Public Schools is responsible in general for holding charter schools accountable to the Title I, Part A, parent involvement provisions, and the highly qualified requirements for teachers and paraprofessionals.

STANDARDIZED TESTING - District Required Language

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Charter School.

Assessment Tools to Measure Student Outcomes Using the Common Core and CA Standards, Alliance Ouchi-O'Donovan 6-12 Complex has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades through Schoolzilla and PowerSchool our student information systems. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress.

TestWhiz will be used as our Common Core Interim Assessment Benchmark Item Bank; Pearson Common Core Online Assessments will be used to inform ongoing classroom practice and common core standards based quarterly report cards. When Smarter Balanced interim assessments become available we use as formative assessments to inform practice. Student performance on Common Core units in English and Math as assessed by classroom teachers will be analyzed and shared across Alliance schools. As other reliable CCSS assessments become available we will consider adding to our assessment tools.

Assessment Method	Frequency and Grade Level*
State Mandated Standardized Tests (CELDT)	Annually, Spring
Academic Performance Index	Annual as it may be amended by the State Superintendent of Instruction based on AB 484
Smarter Balanced Interim Assessments	Every 6 weeks
Pearson Common Core Unit Assessments	At the end of each unit every 3 to 4 weeks
Interim School Wide Benchmark Assessments (Data Director and TestWhiz CCSS Interim Assessment)	Quarterly (every 6-8 weeks)

College Preparedness Exams, PSAT, ACT Explore	Grades 9, 10 and 11
College Entrance Exams, SAT, ACT, CSU Entrance/Placement Exams	Beginning in Grade 11
California High School Exit Exam	Beginning in Grade 10, as scheduled by CA State Department (by Grade 11, ELA and math SBAC assessments effective spring 2015)
AP Subject Exams	Annually, Spring End of course
Analysis of Student Projects	Quarterly (every 10 weeks)
Student Progress Reports	Quarterly (every 10 weeks)
Student Diagnostic Survey	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, Final Exams in 9 th Wk ea Qtr
Student Conduct Records	Every 5 weeks

** All grade levels unless otherwise designated*

Alliance Ouchi-O'Donovan 6-12 Complex meets all statewide standards and conducts pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance Ouchi-O'Donovan 6-12 Complex tests independently of LAUSD.

Alliance Ouchi-O'Donovan 6-12 Complex conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

Ongoing Interim Assessment (Appendix O)

On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information.

The student achievement data routinely gathered and analyzed includes:

- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades)
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports)
- Results from PSAT, SAT and SAT Subject Tests, CAHSEE, Golden State Exams (if offered), and Advanced Placement Exams

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or to discontinue instructional strategies

Analysis of Student Work

Under the leadership of their principal, teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Alliance, developed and implement an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

Data Gathering - As data is gathered, the faculty and the Alliance begin the task of analysis to measure progress towards the school's selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

Data to Be Gathered By	Purpose	Frequency
Observing the lessons teachers are delivering and the nature of student participation in classroom activities	To measure effectiveness of instruction. Data is used to inform professional development needs.	Weekly
Classroom curriculum and instruction walk-throughs	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices.	Weekly
Interviewing students about their courses of study	Connect with individual students on their progress towards meeting graduation and college requirements, to develop student awareness of their progress and to assist them with maintaining their individual portfolio.	Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.
Conducting student case studies	To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.	Selected students reflecting low and high achievement.
Shadowing/accompanying students during their school day	To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.	Ongoing, at least once every 5 weeks.
Using rubrics and benchmarks to calibrate teacher assessments of student work projects	To insure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly professional development
Using electronic pupil portfolios as part of data collection	To measure student progress towards meeting graduation and college-entrance requirements.	Annual
Analyzing the results of parent and student surveys	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual, Spring

Student Placement – Upon enrollment all students are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student's Personal Learning Plan and the student's English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students' need for intervention electives and tutoring in math and English language arts. Objective written tests, teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress are served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs.

Student Progress Reports

AOOC issues student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final

exams are used to determine student performance. Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents' and the teachers' plan to improve their child's performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Promotion and Retention of Students

Alliance Ouchi-O'Donovan 6-12 Complex does not endorse social promotion. Alliance Ouchi-O'Donovan 6-12 Complex is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Alliance Ouchi-O'Donovan 6-12 Complex has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report, degree of proficiency and teacher recommendations. Students whose average rubric score classification is "not proficient" on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student's parents, teachers, and principal.

Student's identified for retention must participate in a remediation program (i.e. after-school, tutoring, and summer school). The student's academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

Measurement for College-Readiness in Partnership with CSU

Part of the measure of determining readiness for college includes the CSU early assessment and/or placement exams. Our goal is to prepare students who are ready to perform in college level coursework. Students who are successful in their junior high school year on the CSU early assessment exam will have the opportunity to attend courses on a CSU campus in their senior high school year. Students who graduate from high school and spend their first year in remedial college classes are 50% less likely to complete their college coursework. Though our goal is to prepare students for a four-year college program, students who choose to make the transition to a community college academic program will be considered to have met our college-ready goal using the same assessment.

Academic Performance Index (API)

One of the major indicators of the success of the educational program at Alliance Ouchi-O'Donovan 6-12 Complex is the API. The purpose of the API is to measure the academic performance and growth of schools. A school's score or placement on the API is an indicator of the school's performance level and growth as measured by how well the school is moving towards target goals. The API may be amended by the State Superintendent of Public Instruction based on AB484.

Most recent API scores are 772 for the high school academy and 708 for the middle school academy. Both are higher than the most recent scores available for neighboring middle and high schools (see Element 1).

Alliance Ouchi-O'Donovan 6-12 Complex will meet the following API growth targets:

- Our schoolwide and subgroup API growth score will meet or exceed the growth target of 5% improvement towards a score of 800 as established by the CA Department of Education based on our most recent base score.
- Our schoolwide and subgroup growth score will improve by at least 5 points annually until we reach or exceed a score of 800.
- The standardized testing participation rate will be at least 95%.

California High School Exit Exam

All students beginning with 10th grade take the California High School Exit Exam (CAHSEE). It is expected that by the time that each student completes the 12th grade, 100% will have passed the CAHSEE and received a diploma. All students at AOOC will pass the CAHSEE.

Factors That Influence Academic Achievement

Alliance Ouchi-O'Donovan 6-12 Complex carefully monitors both the process and outcome of its program in three areas that influence academic achievement and growth: student conduct, parent involvement, and professional development.

Factors that Influence Achievement	Measurable Expected Outcomes	Measurement Tools
Student Conduct	<ul style="list-style-type: none"> • Average daily attendance rate of at least 95% • Tardies continually decrease to not more than 5 per student each year • Suspensions decrease to not more than 3% of students per year • Expulsions continue to be 0 unless mandatory every year • Mediation referrals decrease to not more than 20 schoolwide per semester 	Teacher and school records
Student Health	<ul style="list-style-type: none"> • 80% demonstrate healthy physical performance 	Attendance rate Annual Physical Performance Assessment – Fitness Gram EdCode 60800
Parent Involvement	<ul style="list-style-type: none"> • 90% will attend ongoing parent-teacher conferences • 75% will participate in the Parent/Community Town Hall Meetings • 80% parent attendance at special programs, festivals and forums will increase annually 	School records Sign-in sheets
Professional Development	<ul style="list-style-type: none"> • 100% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year. 	School records Sign-in sheets
Teacher Performance	<ul style="list-style-type: none"> • 50% of teachers will be rated overall highly effective or master teachers reflecting effectiveness in <ul style="list-style-type: none"> • Knowledge of curriculum • Competence in pedagogy • Professional Attitude • Effective teaching strategies. • Effectiveness is measured annually by 40% classroom observations; 40% student achievement growth percentile; 10% student perception surveys; 10% parent satisfaction 	Student Achievement Growth Percentile school wide: ELA and Math Annual Observer Evaluations of Effectiveness – Overall ratings Annual Staff Self-Evaluations. Annual Parent Satisfaction Surveys Annual individual teacher student perception surveys
Technology Literacy	<ul style="list-style-type: none"> • 80% of students demonstrate ability to responsibly, creatively and effectively use appropriate 	Analysis of student work projects aligned to technology

	technology to: <ul style="list-style-type: none"> • Communicate. • Access, collect, manage, integrate and evaluate information. • Solve problems and create solutions • Build and share knowledge. • Improve and enhance learning in all subject areas and experiences 	use performance rubric Teacher observation Student Self Assessment Rubric
Technology Fluency	<ul style="list-style-type: none"> ▪ 80% of students demonstrate ability to: <ul style="list-style-type: none"> ▪ Apply technology to real-world experiences. ▪ Adapt to changing technologies. ▪ Modify current and create new technologies. • Personalize technology to meet personal needs, interests and learning style. 	Analysis of student work projects aligned to technology use performance rubric Teacher observation Student Self Assessment Rubric
Financial Solvency	<ul style="list-style-type: none"> • No deficit in the operation budget. 	Annual Audit Forecast/Budgets

Longitudinal Analysis of Progress

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community, interested members of the community at large and the Alliance as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of Alliance Ouchi-O'Donovan 6-12 Complex.

ELEMENT 4: GOVERNANCE

GENERAL PROVISIONS – *District Required Language*

As an independent charter school, AOC, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

AOC shall comply with the Brown Act and the Public Records Act.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

Legal and Policy Compliance – *District Required Language*

AOC shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries - *District Required Language*

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District - *District Required Language*

AOC shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by AOC. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Transfer of student records - *District Required Language*

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

Title IX, Section 504, and Uniform Complaint Procedures - District Required Language

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 *et seq.*

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Public Operating Principles

Alliance Ouchi-O'Donovan 6-12 Complex ("AOC") is incorporated as a nonprofit corporation and is the corporate entity operating the Charter School. AOC constitutes one of several nonprofit corporations associated with Alliance College-Ready Public Schools ("Alliance"), a charter management organization. Alliance is responsible for the fundraising and the oversight of the Charter Schools associated with it, which includes but is not limited to AOC. Alliance, to achieve economies of scale, also provides back-office support to AOC. See discussion under "Business and Operations Assistance" below.

Alliance

Alliance, itself a non-profit corporation, is submitting this renewal petition on behalf of AOC. Alliance has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and financial expertise. Judy Burton is the President/CEO of Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable and influential community leaders in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, and the former president of Occidental College.

Board of Directors, Alliance

Alliance's goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout its system. The Alliance Board has a maximum of 30 members. The Alliance Board members serve 3-year renewable terms. Alliance Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

- **Tony Ressler (Chair):** Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.
- **Alan Arkatov:** CEO of the Teaching Channel and former President of eEducation Group.
- **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance Board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.
- **Judy Burton:** President and CEO of Alliance.
- **David S. Cunningham, III:** Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, Mr. Cunningham was a principal in the firm of Meyers Nave Riback Silver & Wilson.
- **Joe Drake:** Co-founder and president of Good Universe, and independent full-service motion picture financing, production and global sales company. He is the former president and CEO of Lionsgate.
- **Luis de la Fuente:** Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.
- **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.
- **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.
- **Harry Levitt:** Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.
- **Meyer Luskin:** C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.
- **Richard Merkin, M.D.:** CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.
- **Neal Millard:** Partner, Los Angeles Office, Musick, Peeler & Garrett LLP. Practices in the area of finance and in the area of education. Adjunct professor of law at the University of Southern California Law School.
- **Gayle Miller (Secretary):** Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.
- **Theodore R. Mitchell:** President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.
- **Dale Okuno:** Creator and CEO E-Z Data, Inc.
- **William Ouchi:** Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.
- **Richard Riordan:** Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.
- **Virgil Roberts:** Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.
- **Darline Robles, PhD.:** Professor Rossier School of Education, University of Southern California and Former Superintendent of LACOE.
- **Araceli Ruano:** Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the California office of the Center for American Progress.
- **Fred Simmons:** Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.
- **Eva Stern:** Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.
- **Ronald Sugar:** Chairman Emeritus of Northrop Grumman Corporation.

- **Marie Washington:** Senior financial leader at corporations and nonprofits including JP Morgan, Pacific Telesis, KIPP Foundation and Stuart Foundation during her 30 year career. On the board of Engender Health and The California Community Foundation.
- **Harold Williams:** President Emeritus and former CEO of the J. Paul Getty Trust. Former Chair of the S.E.C. Former Dean of UCLA School of Management.
- **C. Frederick Wehba:** Chairman of BentleyForbes and standing member of the firm's Executive Committee.

AOOC

AOOC has been incorporated as a non-profit public benefit corporation and, as such, is a part of the Alliance group. Alliance is the sole member of AOOC. The Alliance Board appoints five of the members of the AOOC Board of Directors. The affairs of AOOC are managed and its powers are exercised under the jurisdiction of the AOOC Board of Directors. AOOC operates under the charter authorization of Los Angeles Unified School District. AOOC abides by the current published, communicated and defined LAUSD policy for charter schools. AOOC is and will be solely responsible for the debts and obligations of the Charter School.

AOOC Board of Directors

The nine voting directors of the AOOC Board of Directors include five members of the Alliance Board (Judy Burton, Alliance President/CEO; Gayle Miller; Dale Okuno; Darline Robles; and Marie Washington), two teachers (one from each academy), and two parents (one from each academy). Appointment of the teachers and parents are made by members of the board after considering recommendations of the principals. LAUSD reserves the right to appoint a single representative to serve on the Board. The Board meets quarterly, operating in accordance with the Brown Act, its Articles of Incorporation and its Bylaws.

The AOOC Board of Directors, the school administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like.

The AOOC Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The AOOC Board of Directors helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively. This goal is being accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

Alliance President/CEO is recused under Government Code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between AOOC and related entities.

The teachers who serve on the AOOC Board of Directors are required to annually sign a statement and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits (Appendix C).

All management powers not specifically designated to the AOOC Board are delegated to the principals, who answer directly to the AOOC Board. The LAUSD representative has the opportunity to facilitate communications and mutual understanding between AOOC and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the AOOC Board of Directors during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

AOOC has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of AOOC. Any changes made to these documents that materially alter the charter must first be approved through the District's charter amendment process in order to be effective.

AOOC complies with the Brown Act. It posts its Board of Directors schedule of quarterly meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records actions of the Board. Postings occur by email and in a visible location in the Charter School office. AOOC maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. For easier access, AOOC posts the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the AOOC Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

Grievance Procedure for Parents and Students

AOOC will implement the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures and
3. Notify parents, students, and employees of its nondiscrimination policy.

AOOC 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.

AOOC 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 District, 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.

School Coordinating Council (Advisory)

AOOC has a School Coordinating Council of 10 to 20 members for each academy (6-8 and 9-12), consisting of the principal, parent representatives, teachers, classified staff, the student body president, and local community members. The School Coordinating Councils meet monthly to provide suggestions and recommendations, advising the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of the Charter School. The coordinating councils meet at the Charter School's academy site. If requested by the principals and if the subjects to be discussed warrant it, members of the AOOC Board attend Student Advisory Council meetings. Each academy may choose to also convene joint meetings in addition to or in place of the individual School Coordinating Council meetings.

Parent/Community Town Hall Meetings

Approximately once a month, each AOOC academy (6-8 and 9-12) holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend along with the AOOC Board. Topics for discussion or presentation include schoolwide topics of interest related to achieving the goals of the Charter School and its students. Meetings are generally attended by the principals and administrative staff of AOOC and members of the AOOC Board of Directors. Each academy may also choose to convene joint Parent Community Town Hall Meetings in addition to or in place of individual meetings.

Business and Operations Assistance

Alliance provides for AOOC certain back-office services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the AOOC Board of Directors to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for AOOC directly to the school's operating account. Alliance maintains separate financial records for AOOC and assures that all accounting complies with generally accepted accounting principles.

Parent Engagement

Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. AOOC understands the importance of active parent involvement in the education of their children.

Parents of AOOC students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At AOOC, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual AOOC Title 1 meeting. AOOC applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student meet with their principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of AOOC.
- Each parent, the student and their teacher advisor participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents are encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- AOOC seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student's instructional team and with the student's advisor. These meetings are held on a regular basis,
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

The Charter School makes every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Coordinating Council, AOOC Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. A failure of a parent to meet volunteer hours or to participate in the Charter School's programs has no effect on a student's enrollment, grades, credits or ability to graduate.

Community Engagement

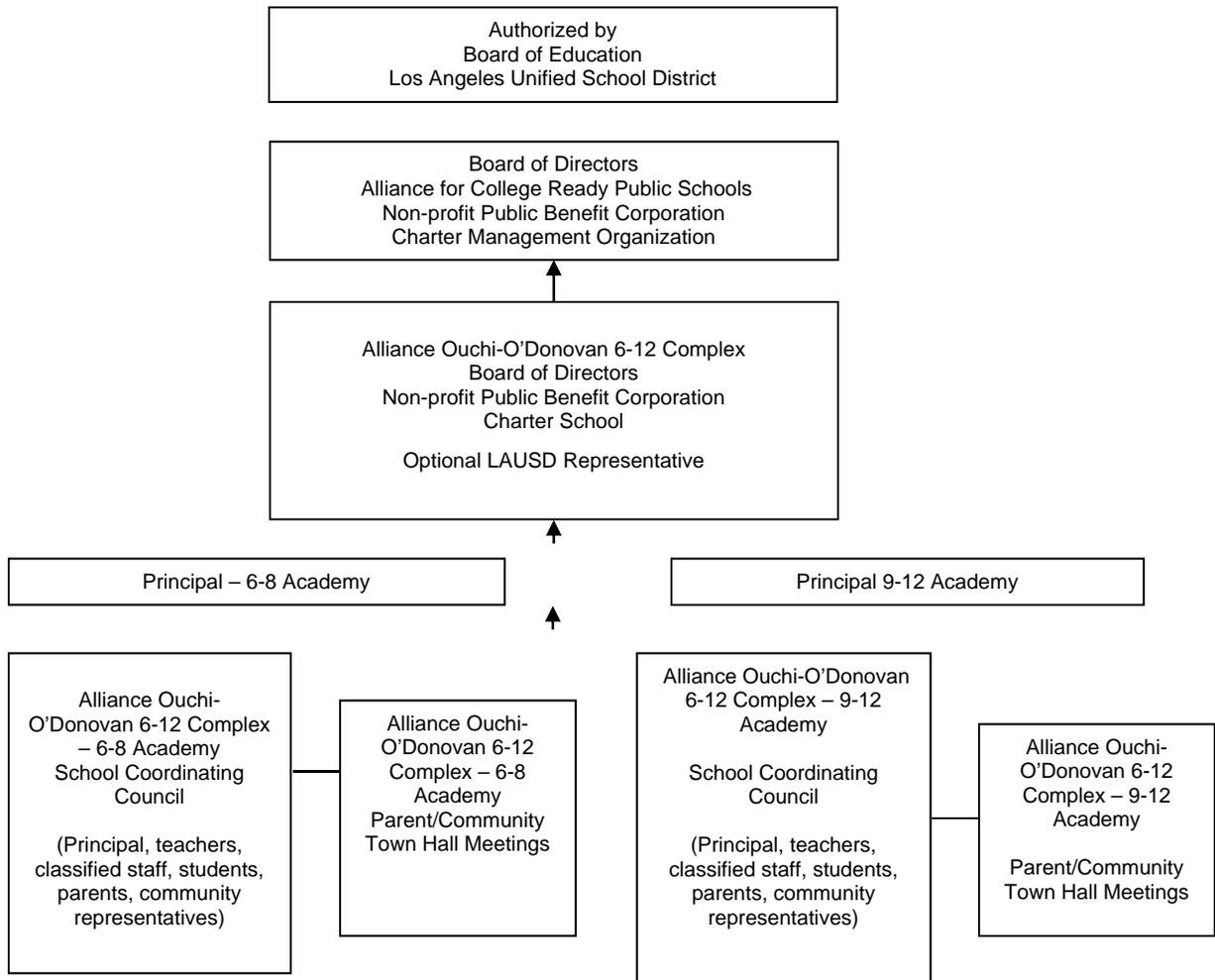
AOOC also understands that if the Charter School is to be effective, it must be part of the community. To that end, Alliance employs a Director of Parent/Community Engagement who reports to the Alliance Chief Academic Officer. The Director of Parent/Community Engagement provides services to the AOOC principal to support him or her in representing the interests of the community.

- The Alliance Director of Parent/Community Engagement and the principals of AOOC involve the community in the Charter School. Students are encouraged and required to perform community service as part of the graduation requirements. Students develop community service projects as part of advisory. Community service prepares students to be positive contributing members of society. Students develop proposals to serve the school community that are reviewed and approved by the advisory teacher based the students ability to identify extracurricular activities

and describe how these activities could enhance their own lives and benefit their school environment.

- Members of the community at large are solicited to serve in the Charter School in various functions. A mentoring program is part of the program, with these community members serving as the mentors.
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. AOCOC believes that by using community facilities, it becomes an integral member of the community in which it is located.

Organization Chart



While they will work collaboratively on many issues/programs, each principal will be responsible for issues specific to their faculty, staff, students, families and facility. Should conflict arise between the two principals, the Alliance Chief of Staff and, if necessary, the president of the school's board will work with the principals to reach a successful resolution.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

EQUAL EMPLOYMENT OPPORTUNITY – District Required Language

AOOC acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS – District Required Language

AOOC shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Alliance Ouchi-O'Donovan 6-12 Complex adheres to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Verification of tuberculosis (TB) testing
- Fingerprinting for a criminal record check
- Applicants will be required to provide a full disclosure statement regarding prior criminal record
- Prior to the first day of work for every employee, Alliance Ouchi-O'Donovan 6-12 Complex will process all background checks through the Department of Justice
- Documents establishing identity and employment authorization

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The principals interview and select the faculty and staff for their academy. All candidates are screened, formally interviewed and expected to complete a background check, as described below. Every employee is formally evaluated at least once a year by their principal or assistant principal. Formal evaluations provide an opportunity for administrators to not only determine if the employee is meeting their expectations, but to also develop and provide a clear improvement plan when needed. All staff members have due process rights that include a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary (Appendix S).

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Alliance Ouchi-O'Donovan 6-12 Complex. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Due Process

All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary (Appendix S). Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process

Employee has due process rights that include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors

A. Definition

Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy

1. Most workplace performance problems will be handled by informal discussion and counseling between the employee and their principal. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning
 - b. Subsequent or additional written warning(s)
 - c. Final written warning, which may include a suspension without pay
 - d. Termination

The principal works closely with the Alliance HR Department to ensure that corrective action is implemented fairly.

2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures

A Complaint is a claim by the employee that the Annual Individual Employee Agreement has been violated with respect to that employee.

Should such a complaint arise, the following procedure shall be the employee's sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.

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

If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1

An employee having a complaint shall present the complaint in writing to their principal within ten calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party's rights under this procedure. Their principal shall meet with the employee and other persons as determined by the principal. If the complaint is not resolved within **14 calendar days** of receipt by the principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2

The employee shall notify the Alliance Director of Human Resources, in writing, that a complaint is pending. The Director of Human Resources shall meet with the employee and other persons as determined by the Director of Human Resources. If the complaint is not resolved within **14 calendar days** of receipt by the Director of Human Resources, the employee may proceed to Step 3.

Step 3

The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and their Principal) shall select two members of the nine-member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet **within 35 days** of receipt of the complaint notification. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board will be made within five business days and is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within **ten** working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last Complaint Board committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Alliance Ouchi-O'Donovan 6-12 Complex shall comply with all provisions of the Educational Employment Relations Act (EERA).

Employment Eligibility Requirements

Background Check - Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant's background investigation results directly to Alliance Secure Mail Server System.

Designated members of the Alliance Human Resources Department are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Director of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification - All teacher candidates are required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents are verified with the California Commission on Teacher Credentialing (CCTC) by a Human Resources representative. . The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. Since Alliance College-Ready Public Schools supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers should also possess an English Learner Authorization, which is either embedded in their credential or as added authorization.

TB Verification - Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the

date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

Work Agreements - Employees' job duties and work basis are negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD.

Nepotism Policy - Alliance Ouchi-O'Donovan 6-12 Complex complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

Administrative Structure

The principals and assistant principals of each academy are the primary school site administrators. The chairman of the School Board, the designated Alliance VP of Schools and the principals confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal Selection - The CEO selects Alliance principals on an application and interview basis. Selection of the principals is based on proven experience in educational leadership; educational vision for, experience and success with low-income and/or minority children; demonstrated ability in program design and development; and interest in and commitment to educational reform. Responsibilities of the principals for their academy (6-8 or 9-12) include:

- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
- Overseeing the day-to-day operations of the school
- Preparing credentialing paperwork and monitoring the processing, with the support of the Alliance
- Organizing professional development, with the support of the Alliance
- Assisting with student discipline
- Reporting progress to the school's Board of Directors (Alliance staff prepares data reports as a service to AOC and reports data to LAUSD, Founders and the Alliance Board of Directors)
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for School Board review (Principal reports annual budget proposal to the AOC Board of Directors)

Administrative Staff - Each principal selects a director of instruction and/or assistant principal depending on their desired program structure. The director of instruction shall meet teacher qualifications and have a record of successful teaching experience. The assistant principal will have experience in successful leadership and management. Job duties include, but are not limited to, providing assistance to new and experienced teachers in: effective teaching practices, planning and assessing student proficiency on content standards, and analyzing data to inform instruction.

Teaching Staff - AOC teachers shall meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers shall be trained in the effective use of sheltered-English. These documents will be maintained on file at the Alliance office and will be subject to periodic inspection by LAUSD. The Alliance Director of Human Resources is responsible for monitoring teacher and administrator credentials.

The principals select their teachers on an application and interview basis. Selection of teachers shall be based on their teaching experience, the degree of subject matter expertise, and their ability to

demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

Classified Staff/Office Personnel - The principals select their office personnel on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community
- Maintaining accounts of all expenses and assist in using Alliance Financial Management system
- Time reporting
- Attendance accounting
- General Bookkeeping

The Alliance Chief Financial Officer and VP of Finance, employed by the Alliance, set up the school financial system, school accounts for receipt of funds and work directly with the principals on managing and providing data for input into the system.

Classified Staff/Instructional Assistants - Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses.

They are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including:

- High school diploma, General Equivalency Diploma (GED) or equivalent; **and**
- Two years of college (minimum 48 semester or 72 quarter units); **or** associate's degree or higher; or pass a local assessment of knowledge and skills in assisting in instruction.

Classified Staff/Campus Assistants - Campus assistant's general duties include, but are not limited to, assisting with yard and campus supervision to support campus safety.

Classified Staff/Custodian - Custodian duties include maintenance and cleanliness of school facility and grounds. Other services needed to maintain building and grounds will be outsourced including pest management, trash pick-up, repairs, plumbing, etc. Each academy has its own custodian.

The principals select classified staff on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties suitable for the specified job position.

The selection procedures do not and will continue not to 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.

Performance Evaluations

Evaluations are performed annually for all personnel. Performance measures based on meeting expectations for duties assigned and outcomes achieved are used to evaluate all school personnel.

Teachers are evaluated by their principal or assistant principal based on (Appendix S):

- Student progress as referenced from assessment measures
- Effectiveness of standards-based teaching strategies
- Performance of job duties
- Knowledge of curriculum

Teachers have the opportunity to participate in performance-enhanced compensation that is determined by student progress and principal performance evaluation. Teachers participate in the design of the system.

Classified and other school personnel are evaluated by their principal, or designated manager, based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the staff member and their principal to develop a written action plan detailing recommendations for improvement. The action plan outlines an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

Each principal is evaluated (Appendix T) by their designated Alliance Vice President of Schools based on:

- Overall successful implementation of the academic program and achievement of educational goals at each academy
- High parental and community involvement and satisfaction
- Maintaining a fiscally sound charter school including a balanced budget
- Completion of required job duties
- Creation of a welcoming school atmosphere of enthusiasm, student support, and cooperation among all parties

Alliance Principal Performance Evaluation Metrics

Goals: The Alliance system for evaluating school principals has three goals:

1. To promote their professional growth as school leader
2. To support the continuous improvement of the education program in the school
3. To make decisions on continuing employment of the principals

To achieve these goals, Alliance has designed an annual review cycle that actively involves the principal, their designated VP of Schools and the President and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance accountability for the mission and enabling goals as shown in the table that follows.

Table 2: Enabling Metrics for Alliance Schools
2013-14 Principal Overall Effectiveness Scorecard - Revised 7-19-13

Principal Effectiveness Measures		Actual Score	Weight	Weighted Score
Principal Practice and Leadership Behavior (35%)				
1. Principal Evaluation Based on Leadership Rubric - <i>Calculation: Average of each domain, then average of all domains</i> ① 1.00-1.99 ② 2.00 – 2.99 ③ 3.00- 3.75 ④ 3.76 – 4.00			15%	
2. Observer Certification ① Not yet certified in any area ② Conditionally Certified ③ Certified ④ Certified with Distinction			5%	
3. Student Perception Survey - <i>School Average Student Perception:</i> ① 1.0 to 1.9 ② 2.0 to 2.9 ③ 3.0 to 3.5 ④ 3.6 to 4.0			5%	
4. Staff Satisfaction Survey-Spring (Administered Fall and Spring) - <i>Overall Satisfaction average with 80% Return Rate:</i> ① 1.0 to 1.9 ② 2.0 to 2.9 ③ 3.0 to 3.5 ④ 3.6 to 4.0			5%	
5. Parent Satisfaction (Survey) - <i>Overall Satisfaction average with 80% Return Rate:</i> ① 1.0 to 1.9 ② 2.0 to 2.9 ③ 3.0 to 3.5 ④ 3.6 to 4.0			5%	
School-Wide Student Achievement Growth (65%)				
1. School Student Growth Percentile (SGP) Score Based on CA Standards Tests ① 0-35 SGP ② 35-50 SGP ③ 51-69 SGP ④ 70-100 SGP			20%	
2. School Performance Framework ① Focus / Watch ② Support ③ Achieving ④ Excelling			5%	
3. Annual ELL Redesignation Rate (<i>CA 2012-13 rate = 12.2%; LAUSD 2012-13 rate = 13.7%; Alliance 2012-13 rate = 25.2%</i>) ① <9% ② 10-14% ③ 15-21% ④ >22%			5%	
4. Academic Performance Index (API) Targets <i>Middle School To be determined based on CA mandated assessments once established</i>	4. Academic Performance Index (API) Targets <i>High School To be determined based on CA mandated assessments once established</i>		5%	
5. Culmination <i>Middle School: % of grade 8 students who pass all courses with C or better</i> ① <69% ② 70-79% ③ 80-89% ④ >90%	5. Graduation Rate <i>High School: National Cohort graduation rate. In 2011-12 CA rate 74%; LAUSD rate 68%; Alliance rate 93%</i> ① <80% ② 85% ③ 90% ④ 95%>		5%	
6. College-Readiness <i>Middle School: To be determined based on CA mandated assessments once established</i>	6. College-Readiness <i>High School: % of students who enroll in at least two Advanced Placement (AP) courses and take the exam by the time they graduate</i> ① <59% ② 60-69% ③ 70-79% ④ >80%		5%	
7. College-Readiness <i>Middle School: To be determined based on CA mandated assessments once established</i>	7. College-Readiness <i>High School: % of seniors passing at least one AP exam (score >3) at any point in high school (AP Equity and Excellence rate; CA 2011-12 = 23.4% National 18.1%)</i> ① <19% ② 20-29% ③ 30-39% ④ >40%		5%	
8. College-Readiness <i>Middle School: % of grade 8 students passing Alliance mock CAHSEE - Math (45% correct and ELA 50% correct)</i> ① <29% ② 30-39% ③ 40-49% ④ >50%	8. College-Readiness <i>High School: % of students meeting ACT or SAT college-readiness indicator score overall (CA 2011-12 test takers meeting indicator ACT 31%; SAT 43%)</i> ① <9% ② 10-19% ③ 20-29% ④ >30%		5%	
9. College-Readiness <i>Middle School: % of grade 8 students meeting ACT EXPLORE college-readiness score in reading, English, and math</i> ① <9% ② 10-19% ③ 20-29% ④ >30%	9. College Acceptance <i>High School: % of graduates accepted to 4-year colleges (Alliance Class of 2013 avg = 61%)</i> ① <69% ② 70-79% ③ 80-89% ④ >90%		5%	
10. College Readiness – Lexile Growth <i>Middle School: % of gr 6-8 students improving by one lexile grade level from October to May, measured by Achieve3000.</i> ① <49% ② 50-59% ③ 60-79% ④ >80%	10. College Readiness – Lexile Growth <i>High School: % of gr 9-12 students improving by one lexile grade level from October to May, measured by Achieve3000.</i> ① <49% ② 50-59% ③ 60-79% ④ >80%		5%	
Overall Effectiveness Score (sum of all weighted scores):				

Overall Effectiveness Rating: Entry (1.5 – 1.9) Developing (2.0 – 2.4) Achieving (2.5 – 2.9) Effective (3.0 – 3.5) Highly Effective (3.6 – 4.0)

Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.

Alliance Director, Human Resources

Director of Human Resources for Alliance performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, selection, and assists with more complex assignments. The position reports to the Alliance Chief Operating and Financial Officer and works closely with the Alliance President/CEO, Chief Academic Officer and VP of Finance. The HR Director also works with other Alliance staff members in the Alliance home office and with principals and school employees.

Duties and responsibilities include:

- Develops job descriptions for Alliance corporate and school positions.
- Coordinates advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Provides information regarding eligibility requirements to teacher and classified candidates.
- Conducts initial screening of applications for eligibility criteria.
- Verifies compliance with hiring criteria for principals, financial services before employees begin work.
- Responsible for collection of completed employee agreements.
- Maintains current record of all employees in Alliance schools and required employment data.
- Learns and applies policies, regulations, procedures, and techniques of human resources administration in performing some of the tasks listed below:
- Analyzes laws, rules, reports, publications, and court cases for information relating to human resources.
- Designs, constructs and conducts or assists in constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
- Formulates or assists in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
- Compiles, calculates, and analyzes numerical data; extracts data from reports and records; and prepares tables, graphs, and narrative presentations.
- Composes or assists in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
- Develops and designs recruitment literature including advertisements, and brochures.
- Screens applications in regard to entrance qualifications and advises applicants on employment opportunities.
- Develop, plan, and implement employee recruitment strategies and procedures.
- May represent the Alliance and its schools at career days, job fairs, and other recruitment functions.

Qualifications:

- Knowledge of: graphic and tabular presentation of data; computer usage and systems; basic principles of merit that relate to human resources; principles of equal employment opportunity; basic principles and terminology of employment selection, position classification, and salary administration; research techniques and sources of information regarding human resources administration; employment/recruitment sources; and employment recruitment procedures.
- Education: A master's degree in human resources, personnel, public or business administration is desirable, or one of the behavioral sciences may be substituted for the required experience.
- Experience: Technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. Experience in professional human resource functions.

- Special: A valid California Driver License and use of an automobile.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

HEALTH, SAFETY AND EMERGENCY PLAN – *District Required Language*

AOOC shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. AOOC shall ensure that staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) – *District Required Language*

AOOC, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING – *District Required Language*

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS – *District Required Language*

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

POLICIES

Alliance Ouchi-O'Donovan 6-12 Complex implements a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These are reviewed and discussed with the school's insurance carriers and address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations are maintained, and staff honor County requirements for periodic Tuberculosis (TB) tests. AOOC requires its employees to be examined for tuberculosis in the manner described in Ed. Code 49406.
- AOOC requires 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.
- AOOC requires the examination of faculty and staff for tuberculosis as described in Education Code section 49406.
- AOOC requires 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.

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. (Appendix V)
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent. Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- AOC shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. (Appendix V)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. (Appendix W)
- Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code and EPA
- AOC provides vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

Procedure – Safe School Plan (Appendix V)

Prescription Medicine - Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff logs times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provides parents with one week’s notice to alert them that additional medications are needed.

Fire Drills - Fire drills are held at least once per semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and the administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. Earthquake) - Disaster drills are conducted at least once every semester. Students are made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear, “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff. In the event of a real earthquake, everyone must engage in the “duck and cover” routine

immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turns off the gas. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats - The person receiving the call or letter note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person delays the caller as long as possible, while they alert another adult to the crisis. That adult immediately notifies the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff makes a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" is given over the intercom and evacuation procedures are followed. The office personnel coordinate information requests to and/or from law enforcement, the telephone company, and parents. If an immediate evacuation is not warranted, the administrative staff notifies teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Major Disaster Drill - This drill should be performed twice per year so personnel are oriented to the school's Major Disaster Plan.

Evacuation Plan - A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff verifies the name and position of the person placing the alert. Once the source is confirmed, the administrative staff gives the evacuation code word "safe school drill" over the intercom. Teachers proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) are searched by unassigned staff members designated by the principal. Once at the designated evacuation site, teachers and other staff ensures that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and an individual is assigned the task of finding any missing students. Teachers work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff notifies parents and/or the media as to where students can be picked up. The office personnel sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students are escorted to the designated area for release.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

COURT-ORDERED INTEGRATION – *District Required Language*

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted 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.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at AOOO to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize AOOO through publicity flyers, the Alliance Website, notices to school administrators about available openings and through local media.
- Consider diverse ethnicities in the enrollment process to achieve and maintain the LAUSD ethnic balance goal.

Alliance Ouchi-O'Donovan 6-12 Complex makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Alliance Ouchi-O'Donovan 6-12 Complex conducts annual orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for these orientation sessions is at least one weekday and one Saturday per month from January to August.

Information and orientation sessions are advertised through direct mail to the parents of eligible students who attend elementary and middle schools in the target community of Crenshaw HS/Audubon MS using flyers printed in English and Spanish distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Orientation sessions are conducted in English and in Spanish and are held at different venues throughout the community. Open houses and school tours are also offered on a regularly scheduled basis.

- Anticipated schedule of annual school tours: September, November, February, April
- Open House Prior to the Opening of School – Anticipated Date: First Week in August

The recruitment target areas are already described – students are recruited via information distributed to nearby elementary and middle schools within a 3-mile radius of the school.

Annual outreach includes:

- Posting banners in front of the school announcing, “now enrolling”
- Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions via US mail to all households within a 3-mile radius of the school campus.
- Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

Ethnic balance:

Students are recruited in the neighborhood where the school is located, which automatically reflects the demographics of LAUSD. The majority of all students in LAUSD are Latino. The majority of students living in the community served by AOOC are Latino or African American.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS – District Required Language

The District and AOOC 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”). AOOC 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 charter school.

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

AOOC shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. AOOC shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

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 AOOC under the NCLB-PSC program increases in subsequent years, AOOC agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL PROGRAM COMPLIANCE – District Required Language

As a recipient of federal funds, including federal Title I, Part A funds, AOOC 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. AOOC understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. AOOC 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 Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

AOOC also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

ELEMENT 8: ADMISSION REQUIREMENTS

McKINNEY-VENTO HOMELESS ASSISTANCE ACT – *District Required Language*

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION – *District Required Language*

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission to Alliance Ouchi-O'Donovan 6-12 Complex

Alliance Ouchi-O'Donovan 6-12 Complex admits all students who wish to attend as outlined in Education Code section 47605(b)(5)(H). Admission to Alliance Ouchi-O'Donovan 6-12 Complex is not determined according to the place of residence of the student, or of the student's parent, within California.

Student enrollment by law is open to all students in the state of California. The intent of AOOC charter is to serve students living in and attending schools within a three to four-mile radius of the campus. Marketing is targeted to students residing in the community or attending schools in the community served, which includes primarily LAUSD residents.

EXAMPLE: Neighboring schools and communities targeted include, but are not limited to:

Crenshaw HS	Obama Middle School
Manual Arts HS	Angeles Mesa Elementary School
Foshay Learning Center	42 nd Street Elementary School
Audubon Middle School	59 th Street Elementary School
Mann Middle School	Area Churches and Community Centers
Muir Middle School	Local District Staff as determined by LAUSD
Carver Middle School	Local Elected Officials

Enrollment is monitored to insure that, to the fullest extent possible, students enrolled reflect the diversity of the community through advertising the school throughout this targeted community.

Methods to increase recruitment of students, including students with special needs, for enrollment include:

- Announcements direct mailed to families in neighboring elementary, middle and senior high schools
- Flyers distributed throughout the local community that welcome students with special needs
- Community meetings open to all interested parents and community members that include presentations of services for EL and SPED students
- Local newspaper announcements

- Open House at the school site prior to the opening of school
- Meetings, materials, communications are provided in English and in Spanish

Students in communities served by Alliance schools including AOC are in low income, economically disadvantaged communities; all are recruited from low-achieving LAUSD school communities; brochures state that all students including low-achieving, economically advantaged and students with special needs are welcome.

Enrollment Criteria:

- Students must be residents of the state of California.
- Students must submit an application.

The student application deadline varies annually but is typically mid-December or January. If by the posted application deadline, the number of students applying for admission exceeds the capacity of the school enrollment, except for existing students of the school and siblings of those students, enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list. Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.

Fair Public Random Drawing - Procedures

- If more applications than seats available are received by the established public deadline, a public random lottery is held. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.
- Parents of students who submitted applications are notified by telephone and in writing by U.S. mail of the date, time, place, openings available and procedures of the public random drawing. AOC also publishes information regarding the lottery in local newspapers when possible and in front of the school.
- Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the random public drawing should one be necessary.
- The location of the lottery is at the school site. A specific room is determined each year.
- All students who have submitted an application receive a lottery form (a copy of the application form) which is numbered in order of the submission. Preference is extended to siblings currently attending AOC. These siblings are automatically accepted and are not part of the lottery.
- Preference is also extended to students living within the boundaries of LAUSD. If the number of applicants on the preference list exceeds the available seats on the lottery date, their applications are placed in a barrel and the number of applications for seats available are randomly drawn. Remaining applicants on the preference list are placed on the waiting list in the order their names are drawn.
- All applications not on the preference list are then placed in a barrel and randomly drawn in the lottery to determine order of placement on the waiting list.
- All applications and a record of the order in which they are drawn are kept on file at the school.

Filling Vacancies

Once the enrollment capacity is reached, as vacancies occur spaces are filled from the waiting list by grade level, on a first come, first served basis by the date the application was received, unless there is a lottery. If there is a lottery, spaces that come available are filled by the order the application is drawn. In this instance, parents are contacted by phone by designated office staff. Parents have 5 days to respond in person or by phone to the designated contact person.

Confidentiality of Records

Alliance Ouchi-O'Donovan 6-12 Complex adheres to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student's records (i.e. IEP, cumulative, bilingual) are requested from the respective district. Upon exit from

AOOC, the student's records are forwarded to the district upon request. Under FERPA parents are annually given a form providing the opportunity to withhold the release of information (Appendix X).

Transportation

Transportation is the parental responsibility for families who choose to attend Alliance Ouchi-O'Donovan 6-12 Complex. Alliance Ouchi-O'Donovan 6-12 Complex does not provide transportation for students from home to school or school to home, except in instances of compliance with the American with Disabilities Act and the McKinney-Vento Act with regard to providing transportation to eligible students. AOOC also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act "IDEA." For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

ANNUAL FINANCIAL AUDITS – *District Required Language*

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school's Calendar
- h. Statistical Report – monthly according to school's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

BUSINESS PLAN

Direct Funding

Alliance Ouchi-O'Donovan 6-12 Complex elects to receive direct funding from the State Fund to be deposited into its own operating account at the Bank of the West. All revenue generated by Alliance Ouchi-O'Donovan 6-12 Complex is deposited directly into its operating account. All payments (including payroll) are drawn on the operating account, which allows for complete segregation of assets, liabilities and financial records.

Revolving Accounts

Two revolving accounts with a local financial institution are maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over \$500.00 require two signatories.

A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

In consideration of the services rendered by Alliance Ouchi-O'Donovan 6-12 Complex pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, general purpose block grant, categorical block grant, economic impact aid, and state lottery funds. Alliance Ouchi-O'Donovan 6-12 Complex receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of Alliance Ouchi-O'Donovan 6-12 Complex. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to Alliance Ouchi-O'Donovan 6-12 Complex are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to AOOC in a timely manner.

Alliance Ouchi-O'Donovan 6-12 Complex applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. Alliance Ouchi-O'Donovan 6-12 Complex reports to federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

Alliance Ouchi-O'Donovan 6-12 Complex responds to the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

Attendance Accounting

Alliance Ouchi-O'Donovan 6-12 Complex uses the forms of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month's attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

Food Service Program

AOOC applies as its own sponsor for participation in the federal meal program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. Alliance Ouchi-O'Donovan 6-12 Complex may determine to provide meals to all students for free if appropriate and cost effective.

Alliance Ouchi-O'Donovan 6-12 Complex works with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at Alliance Ouchi-O'Donovan 6-12 Complex. Under this arrangement, all food is prepared on a daily basis at the vendor's facility and delivered by the vendor to the school. Food is served by vendor staff members who are trained/certified by the vendors. The food program is annually re-evaluated by AOOC.

Financial Plan

The Alliance Ouchi-O'Donovan 6-12 Complex financial plan contains a multiyear budget and forecast for the next five years of operation and monthly cash flow (Appendix D). Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a district-sponsored charter school based on characteristics of the school's programs and student make-up. Alliance Ouchi-O'Donovan 6-12 Complex applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

Alliance Ouchi-O'Donovan 6-12 Complex elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

GENERAL PROVISIONS – *District Required Language*

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES – *District Required Language*

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT – *District Required Language*

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for

providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

OUTCOME DATA – *District Required Language*

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS – *District Required Language*

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION – *District Required Language*

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT - - *District Required Language*

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

GUN FREE SCHOOLS ACT – *District Required Language*

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

Student Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AOOC. In creating this policy, the AOOC has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AOOC agrees to comply with the procedures described in California Education Code 48900 *et seq.* The school will also fully implement the District's Discipline Foundation Policy, including the school-wide positive behavior support plan and alternatives to suspension. Workshops similar to those held by LAUSD will be held by the Alliance to train school administrators who were unable to attend the LAUSD workshops.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AOOC's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions to this policy. Any such amendments will be submitted to the District for approval. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition, these Policies and Procedures will be available on request in offices of the principals.

Suspended or expelled students shall be excluded from participating in all school and school-related activities unless otherwise agreed by their principal and the parent/guardians during the period of suspension or expulsion.

Code of Conduct

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student's ability)
- Being prepared for class (bring materials, e.g., books, homework)
- Participating in all assessment measures (e.g., tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform. One uniform is provided at no cost for each student. No parent is required to purchase any uniforms as a condition for school registration or participation.

Alliance College-Ready Public Schools believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve. Positive behavior supports such as those outlined by the District will be provided as part of this progressive discipline policy. These include, but are not limited to, positive recognition, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

Students who violate the school rules are subject to, but not limited to the following progressive actions:

- Verbal warning
- Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day)
- Detention
- Written notice to parents
- Conference with student/parent
- Suspension
- Opportunities for voluntary transfers to other Alliance schools – only considered if the school can clearly demonstrate and document that comprehensive intervention strategies have been fully utilized without success

- Expulsion (for category I or II offenses)

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct, as outlined in the section below, if the act is related to school activity or school attendance occurring at AOOOC or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I through III offenses defined below, when it is determined the pupil:

Annotated Excerpts from the 2009 California Education Code § 48900. Grounds for Suspension or Expulsion (AOOC's student discipline code will conform as the law changes)

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

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

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

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

- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

A superintendent of the school district or the student's principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principals of AOOC shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

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

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principals of AOOC have limited discretion with Category II student offences listed below. The Principals must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principals determine that expulsion is inappropriate (E.C. 48915[a]):

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

Category III

The Principals may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Process for Suspension

Conference: Suspension is preceded by an informal conference conducted by the student's Principal or Principal's designee with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

Notice to Parents:

At the time of suspension, the student's principal makes a reasonable effort to contact the parent by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If AOOO administrators wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

Length of Suspension:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the student's Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the student's Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension will be offered an interim placement at

another Alliance school campus when possible, or independent study from the attending school. Students may be suspended for a maximum of ten days per academic year, unless an expulsion is pending.

Suspension Appeals

The suspension of a student is at the discretion of the student's principal or designee of AOC. Parents are notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal is heard if requested within 5 days of notification of suspension by the principal or designee, and upon consideration, the principal or designee's decision is final. The student is considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/Guardians will be notified of the decision in writing within 3 days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Authority to Expel

A student may be expelled by a three member panel, known as the Expulsion Panel, that is designated by the AOC Board of Directors. Members of the panel shall not be staff members of AOC and shall not have previous familiarity with the student or situation.

Process for Expulsion

Upon a recommendation of expulsion by the student's Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference. During the conference, they will have the right to respond to the allegation. If necessary, they will be given two to three additional days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the student's Principal or designee.

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendations for expulsion. The hearing is held within 30 school days after the student's principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel of three members. The Expulsion Panel includes Alliance staff. Members are selected by the Board President with the following criteria: 1) no knowledge of the student or situation, and 2) the panel members are not AOC school employees.

The student's principal or designee provides written notice of the hearing to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice shall include:

- a) The date and place of the expulsion hearing.
- b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
- f) The right to inspect and obtain copies of all documents to be used at the hearing;
- g) The opportunity to confront and question all witnesses who testify at the hearing;
- h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 determination by the panel 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 Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

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

Special Procedures for Expulsion Hearings Involving Potential Risk of Physical Harm to Witnesses

AOOC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by AOOC or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

Special Procedures for Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. AOOC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Expulsion Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Expulsion Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Expulsion Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AOOC must present evidence that the witness' presence is both desired by the witness and will be helpful to AOOC. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to

remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the student's Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel's adopted findings of fact. This notice to expel a student will be sent by certified U.S. mail and will include the following:

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

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present their appeal. The Expulsion Appeal Panel shall have three members. Each member shall be an employee of an Alliance school. However, Panel members shall not be AOOC employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the expulsion panel. The panel will be chosen by the School Board President. The scope of review of the Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel is final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from AOOC, the school will work cooperatively with the district of residence, county, other Alliance schools, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. The school assumes the responsibility of communicating any incident of violent and/or serious student behavior to the district/school to which the student matriculates. AOOC has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Work Basis

Certificated employee work calendars, hours per week, and vacation time are determined in individual employment agreements. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 35 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits

Eligible full-time employee accrue one sick day per month of their agreement term. Eligible part-time employees are provided with a portion of the sick days that corresponds to the number of hours worked. Full-time employees are provided with three days of bereavement leave for local travel and five days of leave for out-of-state travel for immediate family members. Family members are defined as members of the employee's or spouse's immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive paid time off for all legal holidays within their agreement term. Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by Alliance Ouchi-O'Donovan 6-12 Complex. Health benefits are also provided to all employees who work a minimum of 30 hours per week.

Retirement Benefits

STRS and PERS are reported/forwarded through LACOE by the Alliance HR Director and Alliance Payroll Administrator, who are also responsible for monitoring the appropriate administration of benefits. Alliance Ouchi-O'Donovan 6-12 Complex assures that the school provides retirement information in a format required by LACOE.

STRS - All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.0% of salary), and Alliance Ouchi-O'Donovan 6-12 Complex contributes the employer's portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS - All Alliance Ouchi-O'Donovan 6-12 Complex classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and Alliance Ouchi-O'Donovan 6-12 Complex contribute the employer's portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others - Alliance Ouchi-O'Donovan 6-12 Complex participates in OASDI for non-PERS/STRS eligible part-time employees. The Alliance Ouchi-O'Donovan 6-12 Complex Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Alliance Ouchi-O'Donovan 6-12 Complex assures that the school provides retirement information in a format required by LACOE.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

ATTENDANCE ALTERNATIVES – *District Required Language*

Pupils who choose not to attend AOOC 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.

Alliance Ouchi-O'Donovan 6-12 Complex is a school of choice. No student is required to attend, and no employee is required to work at the charter school.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

RIGHTS OF DISTRICT EMPLOYEES – *District Required Language*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Job applicants for positions at Alliance Ouchi-O'Donovan 6-12 Complex are considered through an open process, and if hired, enter into a contractual agreement with the Charter School.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

MANDATORY DISPUTE RESOLUTION – District Required Language

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

Any Dispute between the District and AOOO shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: c/o School Director	Alliance Ouchi/O’Donovan 6-12 Complex 5356 South 5 th Avenue Los Angeles, CA 90043
To Director of Charter Schools:	Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20 th Floor Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 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

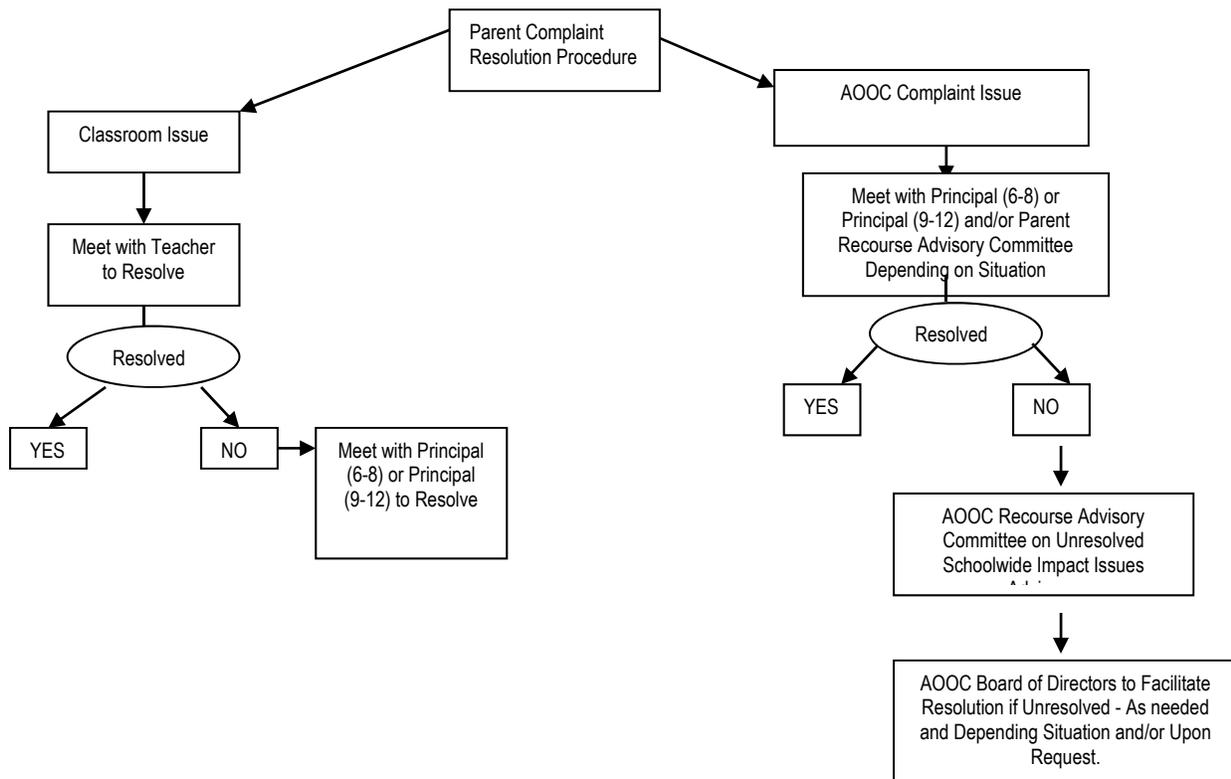
submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Disputes Arising Within Alliance Ouchi-O'Donovan 6-12 Complex

Disputes arising from within Alliance Ouchi-O'Donovan 6-12 Complex including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the Alliance Ouchi-O'Donovan 6-12 Complex Board of Directors and/or principal.

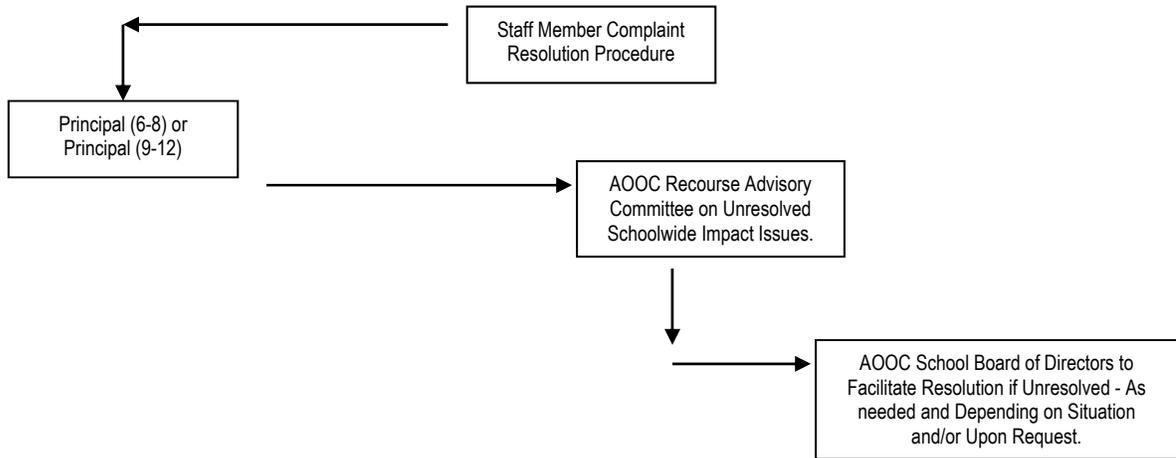
General Complaint procedures to address Internal issues or internal disputes that may arise between staff, the charter school, and parents:

- a. Parent Internal Complaint Resolution Procedures - AOOC provides the following recourses to resolve parent complaints within the school (separate from UCP process)
 1. Classroom Teacher
 2. Parent Recourse Advisory Committee - Composition varies from school to school Membership typically includes 2-3 parents and at least one administrator. Members volunteer and are approved by the principal. They work to mediate and resolve general complaints from parents upon request.
 3. Principal (6-8) or Principal (9-12)
 4. Charter School Recourse Advisory Committee - Composition varies from school to school. Membership typically includes parents, teachers and administrators. Members volunteer and are approved by the principal. They work to mediate unresolved general parent and/or staff issues affecting the school.
 5. AOOC Board of Directors



b. Staff (certificated, classified) Internal Complaint Resolution Procedures

AOOC provides the following recourses to resolve staff member complaints.



ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

EXCLUSIVE PUBLIC SCHOOL EMPLOYER – *District Specific Language*

AOOC is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

REVOCAION OF THE CHARTER – *District Required Language*

The District may revoke the Charter if AOCOC 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 AOCOC if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- AOCOC committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- AOCOC failed to meet or pursue any of the pupil outcomes identified in the Charter.
- AOCOC failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- AOCOC 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 AOCOC in writing of the specific violation, and give AOCOC a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION – *District Required Language*

The decision to close AOCOC, either by the governing board of AOCOC or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of AOCOC votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES – *District Required Language*

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to AOCOC, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of AOCOC or the LAUSD Board of Education, the governing board of AOCOC shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how AOCOC will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of AOCOC. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in AOOO within 72 hours of the Closure Action. AOOO shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). AOOO shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. AOOO shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, AOOO shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). AOOO shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. AOOO shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. AOOO shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer – District Required Language

AOOC shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student 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, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's 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. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.
4. AOOC must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out – District Required Language

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

AOOC 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 the charter school.

This audit may serve as the school's annual audit.

AOOC shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by AOOC will be the responsibility of AOOC and not LAUSD. AOOC understands and acknowledges that AOOC will cover the outstanding debts or liabilities of AOOC. Any unused monies at the time of the audit will be returned to the appropriate funding source. AOOC 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 AOOC participates, and other categorical funds will be returned to the source of funds.

AOOC shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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 – District Required Language

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal

procedures, and any other applicable laws and regulations, 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 the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

AOOC shall retain sufficient staff, as deemed appropriate by the AOOC governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

AOOC's governing 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.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end AOOC's right to operate as a charter school or cause AOOC to cease operation. AOOC and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore 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 available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

FACILITIES – *District Required Language (including all subheadings in this section)*

District-Owned Facilities

If Charter School 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, Charter School 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 Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School 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 Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School 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:** Charter School 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 and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the LAUSD facilities by any person or entity other than Charter School 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 Charter School 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, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School 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 Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, 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 Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School 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.

Pest Management: Charter School shall 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.

Asbestos Management: Charter School shall 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.

INSURANCE – District Required Language (including all subheadings in this section)

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"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 Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS – District Required Language (including all subheadings in this section)

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the

Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

AOOC will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

Local Control and Accountability Plan

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