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

Request for Five-Year Term

July 1, 2012 to June 30, 2017
Ednovate, on behalf of USC Hybrid High School, submits this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2012 to June 30, 2017. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, USC Hybrid High School (hereinafter referred to as “USC Hybrid High School”, “Hybrid High,” or abbreviated as “USC HHS”) will offer a comprehensive learning experience that is designed to serve the needs of such students.

Accordingly, this charter petition is entitled to preference in the review and approval process.
District Priorities In Granting Charters


1. USC Hybrid High School is a secondary school that will serve 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. USC Hybrid High School is a school that will serve 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. USC Hybrid High School proposes to implement an innovative small school design focused on personalizing students’ education that will support the District’s goals for improving performance in secondary schools.

4. Ednovate, a non-profit organization, will financially support the facility for USC Hybrid High School.
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INTRODUCTION

USC Hybrid High School Overview

USC Hybrid High School (USC HHS) will be an independent, site-based charter school using an innovative educational model to serve high needs students in grades 9-12. Hybrid High is the first charter school of its parent nonprofit public benefit corporation, Ednovate, Inc. (Ednovate). Ednovate was established to facilitate the development of the charter school. USC HHS will open in fall 2012. The school will open with approximately 150 students in grade 9, adding approximately 150 additional 9th grade students each year for the first four years. Hybrid High is committed to serving students in the neighborhood surrounding the University of Southern California (USC) who are at risk of dropping out of high school.

Adolescents are dropping out of high schools in alarming numbers with catastrophic effects on their lives and on society (AEE, 2009; Cataldi & Kewal-Ramani, 2009; CLMS, 2009; Laird, Cataldi, Kewal-Ramani, & Chapman, 2008; Muenning, 2007; Sum, Khatiwada, McLaughlin, & Sheila, 2009). USC Hybrid High School aims to stem the dropout rate of urban youth from community high schools and prepare every student for success in post-secondary education and in the workplace. While this same mission may be common to other charter high schools (brick-and-mortar or virtual), USC HHS’ unique emphasis on social-emotional growth as a co-requisite for academic progress will deliver a highly personalized learning experience for all students. Through a strong advisory program, a personalized and individualized learning plan based on each student’s strengths and needs will be created and reviewed by the advisor and student each week. Real-time data from online digital courses, project progress, and attendance and observational data will inform these sessions. Flexible scheduling with extended hours and differentiated staffing will allow students greater access to expertise and additional instructional hours to accomplish their goals. USC HHS uniquely combines these programmatic attributes that have been shown to benefit high-need urban youth.

USC Hybrid High School achieves these core program strategies through a school design that is hybrid in three ways:

- **School Values**—commitment to both social-emotional AND academic growth
- **Curriculum**—online delivery of academic core courses AND experiential learning in a local, brick-and-mortar facility
- **Staffing**—student support from online, California-certified, and experienced subject matter specialists AND personal and inspirational support of local domain, ELL, remediation, and counseling specialists.

Advisories will provide the locus for both the monitoring of students’ academic progress as well as the development of students’ social-emotional skills. Advisory groups will help students make close connections to other students and at least one supportive adult who knows each student well. Each advisor will work with his/her students to create personalized learning plans that include an online learning component and will be responsible for negotiating and monitoring students’ customized attendance schedules. Hybrid High will place students into advisory groups scheduled to meet at times that work for students. For many, this will be during traditional school hours. Others may meet when the school’s doors first open, in the late afternoon, and/or on weekends.

The core academic curriculum is delivered through online coursework that students complete on-site with support from both online and on-site instructors. As students demonstrate the ability to be
academically successful with greater autonomy, they will enjoy flexibility as to where and how they complete their core academic coursework. The school will also require students to participate in collaborative inquiry-based projects that emphasize 21st century skills and community service.

The program makes extensive use of technology to: a) engage its technology-oriented students (digital natives); b) bridge students to highly qualified teachers in all subjects; c) provide means to collect and analyze student performance and progress data in real-time; and d) increase the overall efficiency and cost effectiveness of the school. To accommodate students who have work and/or family-care responsibilities, the school site will be open and staffed seven days a week, up to 12 hours a day Monday through Saturday and up to 8 hours each Sunday.

*Affirmations and Assurances*

The USC Hybrid High School hereby certifies that the information submitted in this application for a charter to establish a California public charter school named **USC Hybrid High School** to be located within the boundaries of the **Los Angeles Unified School District** is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, USC Hybrid High School shall (*LAUSD-Specific Language):

- Be nonsectarian in its programs, admission policies, employment practices and all other operations
- Not charge tuition
- Not discriminate against any student on the basis of disability, gender, 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
- Not discriminate against any student on the basis of association with one or more of the above actual or perceived characteristics. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements
- Not require any child to attend the Charter School nor any employee to work at the charter school
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
**Legislative Intent for Charter Schools**

This petition will outline how USC Hybrid High School will help accomplish the goals of the California legislature for charter schools:

a) Improve pupil learning.

*Distinctive elements of the planned USC HHS plan will benefit all students but have been found particularly important to increased persistence and achievement among urban, high-need students. These elements include: a) highly flexible and customized schedules; b) challenging graduation requirements; c) online academic courses that enable self-paced and mastery learning and that provide real-time performance data to the student and school staff; d) increased and just-in-time access to teleconferenced/online content experts and to support specialists in the school; e) experiential and service-based learning opportunities to enhance the relevance and authenticity of the curriculums; and an extensive advisory program that increases students’ connectedness to the school program and helps them manage real-life issues that they experience in homes and in the community.*

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

*USC Hybrid High School will dramatically increase students’ access to the school and instructional and support staff. The program intends to operate for students on a year-round calendar, 7 days a week, and up to 12 hours a day Monday through Saturday and for up to 8 hours on Sunday. These extended hours will permit students who need remediation or extended time on academic tasks the access they need supported by remedial and language proficiency specialists; additionally, extended hours will permit highly motivated students to accelerate their academic progress.*

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

*USC Hybrid High School’s teaching methods are unique; offering extensive personalized support for students through a differentiated staffing and instructional model that includes onsite domain generalists, remedial and language proficiency specialists, instructional aides, and online access to highly qualified subject matter instructors. The program will utilize rigorous online courses that have been approved by the University of California Office of the President (UCOP) to fulfill the “A-G” subject requirements for freshman admission to the university system. A learning management system provides real-time data to students and their teachers about their progress and persistence in core academic courses. Students will collaborate with other students to complete projects integrated with the online courses as well as additional projects designed to increase their awareness of future opportunities and to develop 21st century skills. Life skills are developed and positive habits reinforced through an extensive advisory program. This combination allows the school to address—on a personalized basis—academic, experiential, and social-emotional learning, all required to prepare students for graduation and successful college and vocational careers.*
d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Given the unique learning environment planned for USC Hybrid High School, the school offers opportunities for teachers to enhance their practice through learning and applying diverse instructional strategies, while learning to integrate technology seamlessly into instruction. Teachers will experience and learn alternative organizational forms and a just-in-time team approach to support the academic and personal development of their students. Further, USC Hybrid High School incorporates approaches to school leadership in which teachers are actively involved in democratic decision-making at the school site.

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

As described above, USC Hybrid High School will provide parents and students with a year-round, technology-based school with personalized academic, experiential, and social learning that is currently not available to most public school students. Parent engagement and participation is a core component of USC Hybrid High School’s program. The school seeks to provide parents with meaningful opportunities to participate in school governance, student-led conferencing, parent education programs, and community events.

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

This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition. Internally, USC Hybrid High School emphasizes performance-based accountability and mastery in all academic courses as well as in project-based learning. This approach, coupled with standardized testing, forms a holistic accountability system for measuring individual student and school-wide progress.

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

This goal is also embedded in the structure of charter schools, by allowing alternatives like USC Hybrid High School to exist and exemplify effective practices that other public schools may wish to emulate. USC Hybrid High School incorporates several innovative approaches to improving student learning. These approaches include an extended instructional calendar, flexible student scheduling within a longer instructional day, online learning, project-based learning, and a highly personalized instructional program that emphasizes students’ personal as well as academic growth. Through rigorous program evaluation and a commitment to continuous improvement, USC Hybrid High School will provide a competitive educational experience for public school students.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

*Overview

- The address of USC Hybrid High has not been finalized. The school plans to locate in or near the 90007 or 90037 zip codes near the campus of the University of Southern California
- The phone number of Hybrid High is 650-303-9930
- The contact person for Hybrid High is Dr. David Dwyer
- The term of this charter shall be from July 1, 2012 to June 30, 2017
- The grade configuration is 9-12
- The number of students in the first year will be 150
- The grade level of the students the first year will be grade 9
- The scheduled opening date of Hybrid High is September 4, 2012
- The admission requirements include: Residency in California. Maximum age requirements as per California law require that the school not enroll new students over the age of 19 (though students may continue if continuously enrolled and making satisfactory progress)
- The operational capacity will be 650
- The instructional calendar will be based on a year-round calendar with the school open 7 days a week for up to 12 hours per day. Typically, USC Hybrid High School will operate on a year-round calendar from July 1st through June 30th each year. However, in its first year of operation in the 2012-2013 school year, the school will open in September and offer a ten-month instructional calendar. The draft calendars for the 2012-2013 and 2013-2014 school years are included later in this section. Specific dates related to professional development and extended holiday breaks will be adjusted annually
- The bell schedule for the Charter School will be customized to each student. USC Hybrid High School will not follow a traditional bell schedule. Each student will be scheduled for 36 hours on-site each week. These hours may be scheduled Monday through Friday between 7:00am and 7:00pm and Saturdays and Sundays between 9:00am and 5:00 pm
- If space is available, traveling students will have the option to attend.

The Students that Hybrid High Proposes to Serve

USC Hybrid High School (USC HHS) proposes to serve students in grades 9-12 at risk of dropping out of high school. The school anticipates enrolling 150 students in grade 9 in year one and adding a 9th grade class each subsequent year through the 2015-2016 school year. At capacity, the school intends to serve approximately 600-650 students in grades 9-12.
### Table 1: Projected Student Enrollment in Years 1-5

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<td>Grade 11</td>
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<td>Grade 12</td>
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<td>625</td>
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USC Hybrid High School will primarily serve students at risk for school failure and/or exiting school before completing their high school diplomas. Social science research has shown that potential dropouts can be identified with a great deal of accuracy using the following risk factors:

- Failure in critical core courses
- Poor school attendance and discipline records
- Limited English language proficiency
- One or more parents who have not graduated from high school
- Single-parent family
- Family in poverty (Bianchi & McArthur, 1993; Kao, 1999; Rumberger & Lim, 2008).

Hybrid High School will be located in the vicinity of the main campus of the University of Southern California, where approximately 75% or more of the student population will match one or more of the above criteria.

The American Community Survey (ACS), part of the U.S. Census Bureau, collects information such as age, race, income, commute time to work, home value, veteran status, and other important data every year. The USC neighborhood lies within the ACS geographic area PUMA5 05418. This region of the city of Los Angeles is also referred to as “central” or “south central” Los Angeles. ACS data indicate that, for people reporting one race alone, 32% of the population is White; 19% is Black or African American; 1% is American Indian and Alaska Native; 8% is Asian; less than 0.5% is Native Hawaiian and Other Pacific Islander, and 37% is Some Other Race. Sixty percent of the population identified as Hispanic. For survey purposes, people of Hispanic origin may be of any race.

Sixty-eight percent of the population speaks a language other than English in the home. Of those speaking a language other than English, 84% spoke Spanish and 16% spoke some other language. Fifty-five percent reported that they did not speak English “very well.” Forty-five percent of the people living in this area are foreign born. Of those who are foreign born, 69% are not U.S. citizens.

Families make up 62% of the households. Over 80% of the families reported a total household income of less than $75,000 per year, with 68% earning less than $50,000 annually. In 2009, 33% of people lived in poverty. Forty-one percent of families with children under 18 are below the poverty level compared with 27% of people over 65 years and over. Unemployment is somewhat high, 9.4%, compared to 5.4% in the city of Los Angeles and 5% in Los Angeles County.

Approximately 56% of people 25 years and over have at least graduated from high school and 10% have earned a bachelor’s degree or higher. Forty-four percent are dropouts; they are not enrolled in school and have not graduated from high school. K-12 enrollment is estimated at 19,300 children with 6,650 of those children being high school students. According to LAUSD data, in Local District 7, which surrounds the USC area, only 55% of the 9th graders who started high school in 2006 graduated.
within 4 years. Of the students who did not graduate in four years, only 6% remained in enrolled in school for a fifth year to complete their diploma requirements.

According to statistics for the Los Angeles Police Department, violent crime in the area is twice as high as the countywide average and property crime is 40% higher. Notably, robbery is 368% and homicide is 242% of the countywide average.

The USC neighborhood lies primarily within LAUSD Local District 7, but also touches corners of LAUSD Local Districts 4 and 5. The table below provides summative performance data for high school students in these local districts.

**Table 2: LAUSD School Report Card Data for High Schools by Local Districts**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Local District 7</th>
<th>Local District 4</th>
<th>Local District 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>% proficient or advanced in English Language Arts (CST)</td>
<td>26%</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td>% proficient or advanced in Mathematics (CST)</td>
<td>10%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>% of students on track to complete A-G requirements with a “C” or better</td>
<td>26%</td>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

There are 11 high schools within the USC neighborhood. Five of the schools are LAUSD schools, one of which is a span school. Each of the LAUSD schools has an enrollment of over 2,000 students. The remaining seven schools are small, charter high schools. All of these schools serve a predominantly Hispanic (82%-93%) and African American, Non Hispanic (6%-16%) student enrollment with no other significant demographic subgroups. Over 82% of the students served are eligible for free or reduced lunch through the National School Lunch Program. Additionally, all of the schools are Title I schools. Overall, the charter schools significantly outperform the LAUSD high schools on virtually all academic performance measures. Table 3, on the following page, provides an overview of the demographic and performance data for these schools.

A review of the demographic and performance data of high schools in the USC area indicates that the likely prototypical USC Hybrid High School student is: Hispanic with a home language of Spanish, an English Learner, eligible for free or reduced lunch, participating in the Title I program, and has not demonstrated proficiency in English Language Arts or Mathematics on the California Standards Test.

USC Hybrid High School will be prepared to engage and challenge all students and to provide appropriate supplemental academic interventions to help all students perform at grade level. USC HHS programs will be designed with diverse students in mind and will include culturally and linguistically responsive curricula that develop students’ intercultural awareness and cooperation.

When students are personally affected by poverty, underemployment and crime, focusing on learning often becomes much more difficult. USC HHS will design its curriculum, academic interventions, and non-academic student supports to prevent and mitigate the effects of poverty. These include connecting students and families with resources such as counseling and other interventions for students at risk. While high student mobility is a challenge for many schools in the area, USC HHS’ engaging curriculum and close, supportive relationships with students may give parents greater incentives to keep their children enrolled in the school.
### Table 3: Demographic and Performance Data for High Schools in USC Area

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foshay Learning Center</td>
<td>N</td>
<td>K-12</td>
<td>2,210</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>657</td>
<td>1</td>
<td>6</td>
<td>30.3</td>
<td>26.3</td>
<td>87</td>
<td>10</td>
<td>22</td>
<td>83.57%</td>
<td>15.57%</td>
<td>99.80%</td>
</tr>
<tr>
<td>Manual Arts Senior High</td>
<td>N</td>
<td>7-12</td>
<td>3,460</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>539</td>
<td>1</td>
<td>2</td>
<td>23.4</td>
<td>22</td>
<td>87</td>
<td>10</td>
<td>39</td>
<td>82.43%</td>
<td>16.71%</td>
<td>100%</td>
</tr>
<tr>
<td>Santer Education Complex</td>
<td>N</td>
<td>8-12</td>
<td>2,804</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>553</td>
<td>1</td>
<td>1</td>
<td>25.7</td>
<td>26.7</td>
<td>82</td>
<td>10</td>
<td>41</td>
<td>92.69%</td>
<td>6.38%</td>
<td>99.90%</td>
</tr>
<tr>
<td>Thomas Jefferson Senior High</td>
<td>N</td>
<td>8-12</td>
<td>2,107</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>548</td>
<td>1</td>
<td>1</td>
<td>20.2</td>
<td>19.1</td>
<td>99</td>
<td>11</td>
<td>39</td>
<td>91.03%</td>
<td>8.40%</td>
<td>100%</td>
</tr>
<tr>
<td>West Adams Preparatory High</td>
<td>N</td>
<td>8-12</td>
<td>2,491</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>585</td>
<td>1</td>
<td>2</td>
<td>26.3</td>
<td>30.2</td>
<td>94</td>
<td>12</td>
<td>37</td>
<td>89.16%</td>
<td>9.11%</td>
<td>99.60%</td>
</tr>
<tr>
<td>Alliance College-Ready Academy HS 75 (Alliance)</td>
<td>Y</td>
<td>8-11</td>
<td>428</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>715</td>
<td>4</td>
<td>10</td>
<td>27.3</td>
<td>34.5</td>
<td>97</td>
<td>8</td>
<td>27</td>
<td>84.00%</td>
<td>16.00%</td>
<td>99.50%</td>
</tr>
<tr>
<td>Animo Jackie Robinson (Green Dot)</td>
<td>Y</td>
<td>9-12</td>
<td>591</td>
<td>1 Trk</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>707</td>
<td>4</td>
<td>10</td>
<td>33.1</td>
<td>50.4</td>
<td>95</td>
<td>9</td>
<td>29</td>
<td>89.00%</td>
<td>8.00%</td>
<td>99.80%</td>
</tr>
<tr>
<td>Central City Value High School (Value)</td>
<td>Y</td>
<td>8-12</td>
<td>639</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>662</td>
<td>2</td>
<td>7</td>
<td>31.1</td>
<td>21.3</td>
<td>92</td>
<td>7</td>
<td>40</td>
<td>97.00%</td>
<td>2.00%</td>
<td>100%</td>
</tr>
<tr>
<td>Gertz-Ressler High School (Alliance)</td>
<td>Y</td>
<td>8-12</td>
<td>500</td>
<td>1 Trk</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>853</td>
<td>9</td>
<td>10</td>
<td>70.1</td>
<td>72.3</td>
<td>91</td>
<td>8</td>
<td>19</td>
<td>92.00%</td>
<td>7.00%</td>
<td>100%</td>
</tr>
<tr>
<td>Mohan High School (Alliance)</td>
<td>Y</td>
<td>9-12</td>
<td>446</td>
<td>1 Trk</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>883</td>
<td>10</td>
<td>10</td>
<td>65.4</td>
<td>98.1</td>
<td>97</td>
<td>6</td>
<td>18</td>
<td>93.00%</td>
<td>5.00%</td>
<td>99.80%</td>
</tr>
<tr>
<td>Wallis Annenberg High School (Accelerated)</td>
<td>Y</td>
<td>9-12</td>
<td>454</td>
<td>1 Trk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>740</td>
<td>5</td>
<td>6</td>
<td>52.2</td>
<td>74.8</td>
<td>85</td>
<td>3</td>
<td>17</td>
<td>89.00%</td>
<td>10.00%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Mission

USC Hybrid High School will stem the loss of urban youth from high school and inspire and prepare every student for success in post-secondary education and in the workplace.

Vision

USC Hybrid High will form a true student-centric community marked by intentional diversity, a caring and supportive school culture, rigorous academic discipline, and excellence at every level. Compassion and high expectations, along with personalized schedules and learning plans, will inspire and empower students to succeed. A unique onsite and online staffing model will assure individually targeted and just-in-time support for students when they want or need it. The model is most distinct from other schools in its greatly extended and year-round accessibility and extensive use of technology to: 1) engage its digital-native students in the development of 21st century skills, 2) bridge its students to highly qualified teachers in all subjects, 3) provide the means to collect and analyze performance and progress data in real-time in the service of students’ continuous improvement, and 4) increase the overall efficiency and cost effectiveness of the school.

Community Resources

USC Hybrid High School has several key community partnerships that advance the school’s mission and vision:

- The Rossier School of Education at USC: An enthusiastic supporter of this proposal, providing the in-kind services of professors and research centers; office space and administrative assistance, and proposal support and oversight. The Dean of the School of Education, Dr. Karen Gallagher will serve as Chairperson of the Ednovate Board of Directors, USC Hybrid High School’s management organization.

- The University of Southern California: The USC Hybrid High School project has been approved by the University’s Provost Council and has been assigned the right to brand the project “USC.” As an arm of a world-class research institution, the program stands to gain an extensive, multi-disciplinary research and development effort that combines the strengths of the schools of education, social work, medicine, business, communications, media arts, architecture and engineering. As a well-known institution, USC is an attractive center from which consortia and conferences can develop. Mr. Thomas Sayles, Sr. VP for University Relations will serve on the Ednovate Board of Directors.

- The Bill & Melinda Gates Foundation: This proposal aligns with the Bill & Melinda Gates Foundation program: College Ready for All—Preparing Students for Success. Of the three program components, the USC Hybrid High School project focuses on Innovation to Support and Engage Students. The project has already received a $100,000 planning grant from this foundation.

- WestEd Regional Education Laboratory: Has provided pro bono assistance in the design of a comprehensive formative and summative evaluation of the effort and is committed to conducting the multi-year task if funded.

- Rios, Clementi, and Hale Design Studios, Berliner Associates, and the USC School of Architecture: Have provided pro bono assistance for school facilities design and planning. The USC Real Estate Office is also assisting with facilities planning.
• *Panasonic, U.S., Educational Solutions Group:* Has embraced USC HHS as a Panasonic Education Partner. The group will provide technology planning and management assistance and provide large flat panel displays for use in the school.

• *Charter School Development Center and ExEd:* providing charter petition and business planning assistance.

• *Andrew Lippert, Systems Design Architect:* prototyping the USC HHS data platform and articulating systems requirements. Lippert was the Chief Technology Officer at Apex Learning and designed and built the Apex Learning platform.

• *Apex Learning:* a key vendor and a strong proponent of the program that has offered a significant discount in the use of its courses for this project. In addition the company has an excellent track record in the recruitment, training, and monitoring of online teachers, expertise that will be shared with the project. As the project proceeds, we anticipate the need to work closely with the Apex Learning technical team, a requirement that Apex Learning understands and supports.

• *Magnolia Place Family Center:* The Magnolia Place Family Center, located in USC’s neighborhood, is a non-profit organization that currently provides integrated social and medical services to 35,000 under-served families in the proposed Hybrid High catchment area. The Center will work closely with USC Hybrid High, potentially establishing an office through which some of their services can be provided at the school. USC Hybrid High plans to market its program to USC neighborhood families primarily through the Magnolia Place Family Center. Future HHS students will provide support for the Center’s programs through their community service projects.

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

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

• Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries. The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented. Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future.

• Build a deeper understanding of the logic and processes of science and engineering that will enhance students’ ability to make informed decisions about the environmental, medical, and ethical issues they will face as responsible citizens.

• Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining.

• Develop positive social-emotional skills that are paramount to developing healthy, satisfying personal relationships and successful workplace relationships. The emotional health of many urban students is under constant siege in neighborhoods marked by weakened social fabric and families battling multiple stressors such as violence, racism, and economic deprivation. It is essential that students graduate having the skills to deal
with these issues and having learned to be active and constructive agents in improving their own life circumstance.

- Experience civics-oriented projects that develop the personal values and practices associated with more vibrant democratic participation. It is essential that students develop and experience a sense of agency and responsibility for making their world a better place through personal action in their own communities and beyond.

- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.

- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis.

**How Learning Best Occurs**

**What the Research Says and the Programmatic Implications that Follow**

Simply put, learning best occurs in programs that are highly personalized and accessible, particularly for high-need students. This theory builds upon a short list of significant research findings about dropouts and high-need students and learning that drive specific features of the USC HHS model as illustrated in the following Table 4.

**Table 4: Summary Research Findings and Consequent Program Features**

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>HHS Program Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>One third of the students who drop out do so because of their need to work and care for family members. These responsibilities conflict with traditional school days and hours.</td>
<td>Highly flexible and customized student schedules that take advantage of the up to 12-hour-a-day, 7-day-a-week, and 48-week-a-year accessibility of the school and staff.</td>
</tr>
</tbody>
</table>
| High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. | Challenging graduation requirements for all students:  
  - Surpass the California A-G course requirements through the use of a common curriculum of rigorous and standards-based online courses.  
  - Excel at collaborative projects and internships that emphasize 21st-century skills, personal growth, and community service.  
  - Improve personal health and fitness. |
### Research Findings

- Personalized learning plans increase academic persistence and success among high-need urban students, especially when plans address specific areas of deficiency.

- Urban students have less access to highly qualified teachers with specific content expertise.

- Increased time on the right instructional task increases academic achievement for at-risk students.

- Subject-matter comprehension and mastery requires application in varied situational contexts.

- High-need students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for.

### HHS Program Features

- Digital, mastery-based core academic content that permits:
  - Just-in-time, data-driven intervention by local teachers, coaches, and ELL and remediation specialists
  - Continuous and individualized pacing
  - Flexibility in the number of courses taken during any single period of time.

- Tele-presence of certified, veteran, expert, and course-specific teachers, supported onsite by a differentiated team of teachers, advisors, coaches, and ELL and remediation specialists.

- Continuous progress model that follows each student’s pacing, extended school hours and days, and “anywhere access” to learning resources.

- Project and application components to academic coursework that requires transfer of key skills and knowledge from online courses.

- Required participation in experiential learning opportunities, including project-based learning in the school and surrounding community, internships, and dual-credit learning opportunities at area universities and community colleges.

- Students assigned to permanent advisors over 4 years

- Just-in-time academic remediation and tutoring

- Provision of counseling and social services

- Real-world family and community-based activities

- Culture-building activities, including advisory groups, group projects, sports, and celebrations of achievement and learning.

The combined features of the USC Hybrid High School model place the effort squarely in the realm of what has come to be called a blended learning model, popularized first by a 2009 report that showed small but positive achievement gains in programs where online learning was combined with some form of onsite, face-to-face activity as compared to purely online programs and even to traditional direct-instruction classrooms (Means, et al). However, the educational innovation at Hybrid High goes far beyond offering online courses with a face-to-face component. The programmatic features derived from the research on learning and high-need students suggest the need for an entirely new form of learning environment.
Redesigning the Learning Environment

The unique design of the USC Hybrid High School learning environment is shaped by its innovative use of time and place, curriculum, staff, and physical space. Each of these elements enables the school to better serve high-need urban students by increasing personalization and program access.

**Time and Place**

Hybrid High plans to operate up to 12 hours a day, 7 days a week, and year-round, providing the flexibility for students to avoid conflicts with work and family care responsibilities. Compared to traditional schools where 170-180 instructional days are common, USC HHS will be open to serve students over 300 days per year. At the school site students will access their online courses and work with online master teachers, local teachers, and learning coaches; meet for individual and small group work with remedial and ELL faculty if needed; engage in significant interdisciplinary projects; and meet with their personal advisors and counselors. As students demonstrate requisite skills and dependability, they may earn the privilege of 24/7 access to their course work from wherever they can find broadband access to the Internet, allowing them additional flexibility and hours to master their course work—learning anytime, anywhere. It is expected that most students will require four years to complete their graduation requirements given that a large percentage of students will enter the school with significant reading, math, and language deficits. In these instances, students will be able to take advantage of increased access to instructional resources to catch up on basic skills and still complete the rigorous curriculum within four years. However, some highly motivated students with at or above grade-level reading and math skills may take as few as three years to master the USC HHS curriculum given the program’s flexibility and increased accessibility. These students will be encouraged to participate in internships and concurrent enrollment opportunities to extend their learning and prepare them for transition to college and career pathways.

**Curriculum**

USC Hybrid High School’s curriculum was specifically chosen and its delivery designed to personalize and optimize the learning opportunities for high-need students, engaging them in academically rigorous math, science, language arts, and social-science courses and developing 21st-century and higher-level skills through authentic learning projects and internships. All students will be required to master the same course content. What varies is the order in which they take courses, the amount of time required to complete each course, and the nature of the personalized instructional support provided to each student by the staff.

The online courses present opportunities to master important content, but Hybrid High’s instructional design also requires participation in both individual and collaborative inquiry projects and internships to build other skills necessary for success in college and career. USC Hybrid High School students will be required to complete challenging, interdisciplinary projects with the goals of deepening understanding and learning to apply skills like research and analysis, critical dialogue, argument, persuasion, and collaboration. These projects will also provide opportunity for the development of technical and digital skills in all project phases. Student projects will culminate in the creation/construction of products, presentations, or performances and will be presented online and/or onsite to critical audiences as culminating activities and celebrations of learning.

Finally, the USC Hybrid High experience will provide opportunities for real-world experiences as students demonstrate increasing self-discipline and reliability. Community-based project opportunities will be available for 10th, 11th and 12th graders who are ready; internship opportunities will be added for 11th and 12th graders; and for those who have the required skill base, dual credit courses will be offered in cooperation with area community colleges and USC to better prepare
students for the next step in their academic career—a successful college, university, or vocational experience.

**Diversified Staff**

To accommodate Hybrid High School’s extended instructional day, 7 day a week, year-round schedule, the on-site certified staff and faculty will require 12-month contracts, including vacation and holidays. Staff schedules will be staggered to accommodate the extended operational times of the school while providing students access to onsite certificated staff during all hours of operation. Given the diverse learning and social needs of at-risk students, many with limited English skills, the staff also needs deep and diverse skills. This can be accomplished with a significant shift in thinking about traditional high school staffs.

Each HHS student, then, will be supported by an instructional team, composed of:

- **Onsite Advisor:** Every certificated staff member will work with an advisory group. Advisors will work with their advisory group of students for the duration of their time at USC HHS. Students will meet with their advisors at least once a week, building strong personal relationships. The advisor is the student’s advocate at the school, encouraging and nagging as needed. The advisor will stay in close contact with parents or guardians, counselors, and other providers of services to the student.

- **Onsite Teachers:** Each academic core—math, science, language arts, and social studies—will be staffed by one or more highly qualified credentialed teachers who circulate in the learning labs to provide just-in-time support as well as meet with students to provide one-on-one or small group instructional support on a scheduled basis.

- **Onsite Intervention Team:** Reading, math, and English proficiency teachers will be available to assist students in the core academic areas and to provide small group intervention classes. School counselors and social workers will also available at the school.

- **Onsite Peers and Coaches:** Sometimes the very best teachers are student peers. Students in the school who are especially good in some subject will be available to assist other students and earn service credit at the same time. Academic and project coaches will also be available in each learning area. They may be students from USC and/or retired teachers or community volunteers.

- **Online Instructors:** Online instructors, course experts, will be available to guide students through courses, make assignments, evaluate progress, and grade student work. Online instructors will communicate with students routinely by email and will hold office hours several times a week via phone or video-conference. If an online instructor identifies a particularly difficult lesson, he or she may require any student taking the class to attend a specially scheduled online instructional meeting delivered through video-conference.

**Space**

Unlike traditional schools with classrooms that open into silent halls, the ideal USC Hybrid High environment will be a large, open, and bustling space that allows for work in the following functional areas (We anticipate modifications to this ideal forced by building constraints in temporary quarters used by the school in its first years):

- **Learning Labs (one each for math, science, social studies, and language arts):** Learning labs provide small group collaborative tables where student teams can work on their online courses and conference with their online teachers around a single, large-screen computer or with laptops. Students may also choose to work individually seated in
comfortable furniture on the periphery of the Labs with laptops. Each Learning Lab provides small conference rooms where local domain teachers, ELL, and reading specialists can work with small groups of students. Explicitly, Learning Labs are not configured for whole-group instruction but address the need for spaces where students flow in and out and where any single group of students might be working on any of half a dozen different courses in which they are pursuing their own personalized learning goals.

- **Project Rooms:** These spaces provide large tables where projects can be mounted by collaborative groups, where chemicals used for science labs, water, paint, and saw dust won’t cause problems, and where projects can be safely left for completion on another day. One of these rooms will house high-end computers capable of supporting digital picture, video, and sound production that will be required to complete most of the student experiential learning projects.

- **Multi-Purpose Room:** The multi-purpose room is just that—multi-purpose. It is the single largest space in the school, designed to house student activities in the form of plays, poetry recitals, music jams, and any other form of presentation that results from one of the many challenge-based projects students will undertake. The room also serves resident artists, scientists, engineers, and entrepreneurs—professionals from the community who are willing to share what they do with Hybrid High’s students, broadening students’ perspectives about future possibilities. The multi-purpose room, properly equipped, might also support various forms of physical activities, from dance to weight lifting, to martial arts or yoga.

- **Administrative Center:** USC Hybrid High School also requires an administrative center for the Principal, assistant Principal, counseling and social work staff, and office staff, as well as office space for teachers. This area would be situated near the main entrance of the school, and will be an open and inviting space to welcome community guests and families.

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

The goals and objectives of Hybrid High are the following:

- **GOAL: To prepare students for successful college or career experiences**
  - **Objective:** Develop core academic competencies, enriched by real world application
  - **Objective:** Develop critical thinking and problem solving skills
  - **Objective:** Develop students’ ability to work and learn autonomously with success
  - **Objective:** Develop students’ social emotional skills and personal habits needed to thrive in school and work settings

- **GOAL: To keep students in school through graduation**
  - **Objective:** Meet students’ scheduling and pacing needs through flexible scheduling
  - **Objective:** Meet students’ individual learning needs through personalized instruction and monitoring of learning with real-time data and feedback
  - **Objective:** Provide an appropriate level of challenge needed to engage student interest and maximize learning
  - **Objective:** Ensure that students feel connected to other students and to supportive adults and, where needed, provide counseling and other non-academic supports
• **GOAL:** To develop a strong sense of ethics and instill the value of active citizenship
  o **Objective:** Provide opportunities to develop healthy assertiveness, conflict resolution, decision-making, problem-solving, and stress management skills
  o **Objective:** Provide students with opportunities to develop Social Competence; including the ability to form and maintain positive relationships, demonstrate empathy and caring, and engage in service to others
  o **Objective:** Provide opportunities for engagement with others and the community.

Consistent with the California Charter Schools Act, these combined goals enable all students to become *self-motivated, competent, and lifelong learners.* Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. The curriculum instills motivation by (1) providing ongoing experiences of success through online coursework and (2) emphasizing real world learning and cooperative projects that engage student interest through onsite project-based learning. Students’ experiences at the school prepare them as lifelong learners by connecting learning with real world interests and goals.

**A Typical School Day**

On a typical school day, the first administrator and support staff have opened the school building for early-drop-offs at 7:00AM. Students arrive in greater numbers when breakfast is served from 8:00-8:30AM. At 8:30, students can begin moving to their work areas. Some linger as they wrap up conversations, but other students take advantage of the early quiet hours to start asking questions of teachers. Others open up their computers and start working. Workspaces are quiet but with a low background buzz of talking and occasional laughter as students collaborate nearby. Instructional aides circulate among students to check on their progress. Teachers make a point of checking in on their advisees as they see them (and noting who they haven't seen).

Even though students’ schedules are different from one another’s and from traditional schedules, they always know where they are supposed to be. Their schedules are accessible through their computer accounts and also via their cell phones or other mobile devices. Teachers have master schedules at their fingertips and can see who should be in their area at any time or search immediately to see where a particular student should be. When students are logged in, the computer reminds them when they have class meetings (life skills strand, project strand, remediation classes, ELD, advisory meetings), skills support (individual or small group meetings with Reading Specialist, RSP teacher, etc.), or other commitments. They receive automatic reminders of where they need to be the night before, an hour before, and five minutes before. Students can have messages texted to their cell phones if they choose. Of course, students also carry a traditional paper schedule in their notebooks. Students log out when they leave each work area and log back in when they reach a new work area.

At any given point in time, some students are meeting with advisors, with intervention or ELL teachers, or are in project classes, and others are working on core academic courses. Students move through the day according to the designated times in their customized schedules created between them and their advisors on a weekly basis. Their schedules assure they are in the onsite math area with their math teacher for a minimum specified three hours during the week, in the English area three hours a week, and so on. The extended school hours and days allow students to work as much as they can, putting in additional time on those things they find difficult and accelerating through material they find easier. As they demonstrate success at keeping pace with their coursework, they gain flexibility to choose where and when they work. As 11th graders, students can earn the privilege
to work on their academic core courses from any place they have access to broadband connections to the Internet, although any assessment activities will always be performed and proctored in the school.

Attendance swells mid-morning to late afternoon. Most students break for lunch, but some keep working. Some students meet in student clubs over lunch or plan projects together. As students begin leaving in the afternoon, the school building gets quieter, and remaining students take advantage of the quiet time to catch up with one of their online teachers or spend time with an onsite teacher, their advisor, or a peer work group. Evening hours also permit them to attend with other members of their families, engaging the whole family in their work. Parents may attend workshops at the school and, perhaps, take a course themselves. Weekend attendance is lower, but these extra days are important for students who work or take care of family members during the week. They provide extra time to work on projects and time for school/family/community celebrations or special events. Some students seem to be at the school around the clock and most days. This is part of the draw of being at school, the promise of hanging out with friends and working in a relaxed way. Stories of two imaginary students at the school illustrate the inherent flexibility and opportunity in the program.

**Student Vignette #1**

**Steven wants to move ahead quickly in Algebra.** If he meets his plan, he’ll finish one semester’s worth of Algebra in just six weeks. He meets weekly with Mr. Martin, his advisor, to discuss his progress and adjusts his schedule as necessary. For those six weeks, he’s taking just one other full course, World History. But he also scheduled tutoring time to help improve his reading skills.

Currently, Steven is most excited about the project challenge that developed from his last English class where he studied modern poetry. With three other students, he is writing poems and setting them to music. Most surprising to him, he’s found that scoring music requires math—fractions and ratios. A musician who lives in the community will help them produce their album. The group meets on Tuesdays, Wednesdays, and Saturdays. With three hours of math and almost three hours spent on his music project, Steven is in for one of his long Tuesdays. After the music session, he meets with his reading coach for 30-45 minutes. He began his first year at Hybrid High reading at a 5th-grade level, but with hard work and personal attention, he is rapidly improving.

School is not Steven’s only responsibility. On Mondays, Wednesdays, and Fridays, he takes care of his 3-year-old brother until noon, when his grandmother takes over. The flexible schedule he can set at Hybrid High makes this all work. He knows he’s progressing well at school and everyone knows his name.

**Student Vignette #2**

**Maria’s Tuesdays are more routine than Steven’s.** She holds a 20-hour-a-week job and works her high school schedule around that. She’s saving some of her income for college, but mostly she is helping her family. She starts her days at the school at 8:00 in the morning and splits her time equally between Algebra and English I. Then she heads to a nearby office where she works from 1:00-5:00 PM. She does this Monday through Friday.

On Saturday mornings, Maria joins a group of students who are studying nutrition as part of their health course and are preparing a “Healthy Eating” workshop that they plan to offer for young parents in their community. In addition to collaborating on the presentation, Maria is in charge of finding times and places in her community where young parents gather. She’s also creating fliers to advertise the events. With her friends, she has spent eight Saturdays...
getting everything ready, but she knows that their work could actually help reduce obesity in her neighborhood.

On Sunday afternoons, she’s back at the school working on French I and Biology at her own pace. Once the health project is complete, she will add those courses to her Saturday mornings to make faster progress.

At first, Mr. Martin, Maria’s advisor, was really worried about her. They met and created work plans that Maria ignored. She would come to school but just sit and watch what other students were doing. At their third weekly schedule meeting, Maria asked if she could just take one course—Geography and World Cultures. She attacked the course, saw that she could be successful, finished it in three weeks, asked, “What’s next?” and never looked back. Now, her entire focus is on college. Even when family events forced her to work, she came and asked how she could do both. Hybrid High helped her develop the right plan.

Instructional Program and Curriculum

A Research-Based Instructional Framework

USC Hybrid High is “hybrid” in three ways:

- **School Values**—commitment to both social-emotional AND academic growth;
- **Curriculum**—online delivery of academic core courses AND experiential learning in a local, brick-and-mortar facility;
- **Staffing**—student support from online, California-certified, and experienced subject matter specialists AND personal and inspirational support of local domain, ELL, remediation, and counseling specialists.

At USC Hybrid High, a strong advisory program will help students develop supportive peer and adult relationships. Advisors will work with advisees to create personalized learning plans that include online learning components, experiential learning, and social/emotional development activities.

To promote rigorous, relevant, and attainable outcomes for its students, Hybrid High implements its view of “How Learning Best Occurs” through program strategies that increase school connectedness and opportunity to learn.

School Connectedness

At Hybrid High, school connectedness will be increased through the use of:

- **Personalized Learning Plans**: Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & Wiliam, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).
- **Real Time Data**: Apex Learning will be the initial provider of the school’s core academic content. The system generates reports and “dashBoards” that show profiles of content and skills that students are learning and tracks their progress. This system provides the data necessary to build personalized, realistic, and productive learning plans on weekly for every HHS student. The online courses support self-paced, mastery-based learning.
• **Integrated Systems:** Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school’s culture and is requisite to adequate support for students’ learning (Blum, 2004). Our strategy is to prototype a system with existing stand-alone applications (Apex Learning’s platform and PowerSchool, for example) and use existing data export mechanisms to produce a consolidated, student information system.

• **Social-Emotional Support:** Research shows that interlocking challenges—dropping out, substance abuse, family alienation, academic failure, etc.—cannot be addressed by isolated specialists working in disciplinary silos. The USC HHS program is based on models shown to be highly effective with high-need populations and variously termed “comprehensive educational settings,” “clinical-school-collaborations,” or simply, “full-service schools” (Dryfoos, 1994; McMahon, Ward, Pruett, Davidson, & Griffith, 2000).

**Opportunity to Learn**

At Hybrid High students’ opportunity to learn (OTL) is maximized through the use of four research-based strategies.

• **Extending Instructional Time:** Studies have found that extended time can make a difference, particularly when the time is focused on the right task and particularly in programs for at-risk learners (Alexander, Entwisle, & Olson, 2001; Bloom & Haskins, 2010; Fisher et al., 1980). Since 33% of students who dropped out reported that they did so because of time conflicts with school schedules and their need to work or to provide care for family members, it is important to consider means to add flexibility into the time and place limitations of traditional schools (Bridgeland, Dilulio, & Borison, 2006; Rumberger & Lim, 2008). The aggressive twelve-hours-a-day, seven-days-a-week, forty-eight-weeks-a–year HHS plan is specifically aimed at addressing this issue. Extended access to the school also permits students with minimal skills more time to catch up and, for those who are more capable, a means to accelerate their progress through high school.

• **Providing Challenging Core Content:** One clear, repeated finding from research is that high-need students are better served by schools where teachers, students, and parents embrace a shared mission of aggressive academic expectations for all students and support that mission with a strong common core curriculum (Bryk, Holland, & Lee, 1993; Howley & Harmon, 2000; Lee & Smith, 1997; Newmann & Wehlage, 1995). Yet, research consistently reports that there is remarkable variability in the classes students experience in their schooling (Cogan, Schmidt, & Wiley, 2001), particularly in inner-city schools. Hybrid High addresses this issue by providing rigorous online courses as a standardized core curriculum for all students.

• **Deepening Learning through Application:** HHS students will be required to participate in collaborative projects designed to extend and authenticate their core academic activities. These projects might also take the form of community service, internships, and even dual-credit opportunities. There is increasing evidence in the literature that opportunities for students to apply what they are learning in various situations is a requirement of gaining deeper understanding of content and the ability to transform and utilize the content to solve problems (Bransford, 2000; Kirschner, Sweller, & Clark, 2006).

• **Increasing Access to Expertise:** The final critical component of OTL is teacher quality or, more broadly, access to expertise. Students at different schools experience a wide variability in the preparation and quality of teachers and it comes as no surprise that at-risk children in poor schools have the least access to quality teaching (Darling-Hammond, 1999; Ingersoll, 1999; Mayer, Mullens, & Moore, 2000). Using video-
Hybrid High intends to level the instructional playing field by providing increased access to experienced classroom teachers who are experts in their field of instruction and whose work with students is enhanced by the instructional support work of the site-based teachers and remediation and ELL specialists.

**Delineation of Core Subjects and Project Requirements**

Hybrid High graduation requirements will fulfill the A-G standards of the University of California/California State University System and develop proficiency in the California Subject Matter Standards. Table 5 illustrates USC Hybrid High’s graduation requirements.

**Table 5: USC Hybrid High Graduation Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Credits</th>
<th>Approved Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>40</td>
<td>English I, English II, English III, English IV, Creative Writing*, Participatory Media*, AP English Language and Composition, AP English Literature and Composition</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>Earth Science, Biology, Chemistry, Physical Science, AP Biology, AP Chemistry, AP Physics B</td>
</tr>
<tr>
<td>World Languages</td>
<td>20</td>
<td>Spanish I, Spanish II, French I, French II</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
<td>Art Appreciation*, Music Appreciation</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>Skills for Health*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>Physical Education*</td>
</tr>
<tr>
<td>School-wide Projects</td>
<td>4</td>
<td>Initiated twice a year through student advisories</td>
</tr>
<tr>
<td>Collaborative Team Projects</td>
<td>8</td>
<td>Initiated by student interest groups; Initiated by university and/or community partners</td>
</tr>
<tr>
<td>Community Service Projects</td>
<td>4</td>
<td>Initiated by students and/or student advisors</td>
</tr>
<tr>
<td>Advisory</td>
<td>4</td>
<td>Advisory</td>
</tr>
</tbody>
</table>

Total Credits Required for Gradation: 230
**Instructional Methodologies and Evidence of Effectiveness**

USC Hybrid High School will utilize a number of instructional approaches to reach its academic, social/emotional, and application goals for its students.

**Engagement through Technology Use**

Today’s students—digital natives—perceive the absence of technology in schools as a further indication of the irrelevance of schooling and the absence of technology in their homes as a serious threat to their future academic and career competitiveness (NPR, February, 2000; Prensky, 2001). In the light of the fact that technology has enabled productivity and the redefinition of work in virtually every field of human endeavor, learning how and when to use technology is an essential skill in the 21st century. Moreover, there are persistent indicators from non-experimental studies that thoughtful technology use in learning situations increases student interest and engagement, magnifies students’ abilities to communicate and construct meaning, increases collaboration, increases students’ sense of self-efficacy, and opens new ways of thinking about the learning process, learning outcomes, and learning organizations (Dwyer, 1994; Sandholtz, Ringstaff, & Dwyer, 1997).

**Hybrid or Blended Learning**

While these terms have become common in discourse about innovative instructional methods, they lack precision and often lead to confusion about the instructional approach (Staker et al., 2011). At USC Hybrid High, our blended or hybrid model is defined by the following characteristics:

- Includes the use of digital curriculum and is supported synchronously and asynchronously by online, certified teachers
- Occurs for new students at the school only in the confines of the physical school under the supervision of local, highly qualified certificated staff and learning coaches
- Occurs from home or other locations but only for older students who have demonstrated requisite skills
- Includes activities in which students work on challenging projects that require them to collaborate with one another and search for content and expertise outside specified course material.

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

**Project-Based Learning**

There is increasing evidence in the literature that providing opportunities for students to apply what they are learning in various situations is a requirement of gaining deeper understanding of content and the ability to transform and utilize the content to solve problems (Bransford, 2000; Kirschner et al., 2006). Traditional academic approaches that emphasize rote learning and the application of memorized procedures simply won’t develop critical thinkers (Darling-Hammond et al., 2008). Developing higher-order skills requires the application of classroom-based knowledge to authentic, real-world projects that demand sustained efforts and collaboration. Project and inquiry-based learning can yield significant achievement results (Darling-Hammond et al., 2008; Newmann & Wehlage, 1995). From this work, it seems safe to conclude that the use of project or inquiry-based approaches produce similar, if not always better, results for learning facts and information, but are far superior methodologies for supporting problem solving, reasoning skills, and the ability to deliver...
logical explanations of events and processes—important 21st century skills. It has also been generally reported in many studies that the project approach is a subtle and more complex form of teaching, requiring additional teacher experience and professional development. The recent Darling-Hammond et al. book, Powerful Learning: What We Know About Teaching for Understanding, is an authoritative handbook on this topic.

**Community-Based Learning**

Hybrid High will further extend students’ options to apply what they learn in authentic situations and to gain new experiences that will smooth their transition from high school to work or college by providing opportunities for career-related internships in the community and dual-credit courses with local community colleges and universities. The program will also increase students’ awareness of career possibilities by hosting resident artists, engineers, scientists, craftspeople, and entrepreneurs at the school for several weeks each, with the single requirement of being present at the school for their assigned days and doing their real work—not teaching it. It is expected that these practitioners will strive to involve students by sharing their stories and the inspiration and joy they find in their work.

**Intervention**

A focus on continuous improvement is extremely important for schools where many students come to school with academic skills that are below grade level. Reeves (2003) notes that frequent monitoring of student progress, coupled with providing students with multiple opportunities to improve performance are essential elements in effective schools that serve at-risk populations. USC Hybrid High School will implement a Response To Intervention (RTI) approach to support student learning and mastery of grade level standards. RTI is characterized by four key components: (a) evidence-based instruction, (b) student assessment with an instructional focus, (c) universal screening of academics and behavior, and (d) continuous progress monitoring of students (Smith & Okolo, 2010). The Apex Learning System provides students as well as teachers and administrators with immediate feedback related to student progress. Students who are struggling to achieve mastery will receive immediate assistance from instructional and support staff and will be provided with multiple opportunities to improve their performance and master content.

**Summary**

These combined instructional methods and strategies create a rich and diverse learning opportunity for students and one that satisfies the conditions research has found necessary for engaged and deep learning, particularly with urban, high-need students. As delineated before, those conditions include: a) consistent and high expectations for appropriate behavior, academic achievement, and life goals; b) personalized learning plans that increase academic persistence and remediate specific academic deficiencies; c) access to highly qualified teachers and other expert adults; d) increased time on the “right” instructional tasks; e) application of newly learned concepts and skills in authentic situations; and f) participation in a learning community to which students feel connected and proud that is characterized by positive peer and adult interactions, trust, and mutual respect.

**The USC Hybrid High Curriculum: Meeting the California Standards and Exceeding A-G Requirements**

Hybrid High’s addresses California content standards, UC A-G requirements, and school-specific goals through three components: the Academic Core, Projects, and Life Skills Experiences. In addition, personalized interventions will remediate language proficiency, reading, and math deficiencies to insure students’ abilities to engage and be successful in the school’s challenging academic program.
Academic Core

The online course content will be provided in part by Apex Learning, Inc. The courses were built to thoroughly address state standards and those of the national domain organizations, such as the National Science Teachers Association or the National Council of Teachers of Mathematics. The company is completing course adjustments to address the emerging Common Core Standards. Additionally, the Apex Learning courses have been approved by the University of California Office of the President (UCOP) to fulfill the “A-G” subject requirements for freshman admission to the university system (Science courses include necessary “wet” or “hands-on” labs). The complete course catalog with course descriptions, a sample syllabus, and a sample standards correlations report can be found in the Appendices behind the Course Catalog tab.

The Apex Learning courses have been used for several years in remedial and credit-recovery programs serving high-need students. They are known to be rigorous and challenging for students with below grade-level reading and language skills, and the company has addressed these issues by providing various forms of scaffolding for challenged learners within the courses. The company has also developed foundational skill-building courses that can be used as prerequisites for core courses. In the USC HHS setting, there will be personal and individualized language and reading intervention for students to mediate their deficits and increase their access to and success with the content.

Importantly, Apex Learning courses provide embedded assessment throughout the instructional process, including machine-scored assessments and teacher-scored assessments where students are required to present, write, diagram or otherwise illustrate what they have learned. The system tracks individual student achievement and progress in real time, provides accurate and instantaneous feedback to students, and reports on their performance to school staff. Students may study the course work individually or collaboratively, but all assessment must be done on an individual basis and be proctored at the school. A learning management system generates real-time progress reports, providing the necessary data to alert students and teachers if additional assistance or modifications in personalized learning plans are required. Again, students can progress at their own rate and even repeat course lessons and tests to raise their performance scores. In such instances, they encounter unique tests on subjects and skills each time they attempt the examination.

Projects

While the online courses present opportunities to master important content, USC Hybrid High’s instructional design also requires participation in both individual and collaborative inquiry projects and internships to build important skills they will need to be successful in college and careers. USC Hybrid High School students will be required to complete challenging, interdisciplinary projects with the goals of deepening understanding and learning to apply skills like research and analysis, critical dialogue, argument, persuasion, and collaboration. These projects will also provide opportunity for the development of technical and digital skills in all project phases. Student projects will all culminate in the creation/construction of products, presentations, or performances and will be presented to online and onsite critical audiences as culminating activities and celebrations of learning.

Hybrid High will require student engagement in three types of projects: 1) requisite school-wide projects (including community-based and service projects), 2) core course projects that engage students in the examination of key questions derived from each course, and 3) student interest projects.

- **School-wide projects** help establish school culture and develop students’ ability to collaborate across grades and subject matter areas. Each fall term begins with a week-long school-wide project in which all students grades 9-12 participate. In January will a
second annual opportunity for students to collaborate around a school-wide project. The school-wide projects will address contemporary issues of importance to the school’s students. Project topics will most likely change from year to year. Projects will be designed to be challenging and will engage students for 15-20 hours in each project. Organization and leadership for the school-wide projects will be provided through the school’s advisory program structure.

- **Core course projects** provide opportunities for students to explore academic content more deeply. Each core course is organized around a small number of Key Questions that encourage students to synthesize what they have learned from the course and apply the learned concepts and knowledge to current issues that are relevant to students’ life experiences. Typically, onsite teachers will oversee and evaluate these course-related projects and assist students in connecting with external subject matter experts, for example, a professor, graduate student, or other professional related to the topic. Students may work individually or in collaborative groups. Successful engagement in one core-course project will be required for each semester course. These projects will require 5-10 instructional hours of work for each academic course per semester and be weighted significantly in students’ final course grades.

- **Student Interest Projects** may spring from staff, students, or community members. For example, USC graduate students and faculty will offer an extensive set of interest-based projects in the form of workshops and short courses, including everything from “Performance Guitar” to “Media-Based Journalism” to “Robotics” (See Appendices tab **Student Interest Projects** for a list of available programs). A dedicated project teacher will coordinate student interest projects. Students may select from project options offered or may bring their own ideas to the project teacher. Students must successfully complete 10-15 instructional hours of engagement with this third project type each academic year.

Projects are a vehicle for a number of important goals for students. Projects develop higher order thinking skills, 21st century skills, and process skills. They allow students to explore careers, their community and personal interests, and relate to adult professionals and practitioners. Projects open students to new ways of thinking and working and provide new opportunities to express their creativity and problem-solving abilities. Projects are highly facilitated in the 9th-grade year to provide students with needed structure and support. As students gain experience with projects and demonstrate the ability to self-direct, they will have increasing opportunities to work autonomously. Where Hybrid High’s approach to core academics enables students to succeed in self-directed academic environments such as college, the project process prepares them to succeed at non-academic tasks they will encounter in work settings and elsewhere in their lives. Hybrid High graduates will understand how to work incrementally toward a goal and to persevere even when the path is uncertain and difficult.

**Life Skills**

This category covers a broad range of learning activities, from remedial coursework to social emotional learning, development of effective habits, and other activities according to each student’s needs, including counseling. Remedial courses will include writing, reading and math assistance and English Language Development. Advisors and other staff will work with students to promote social/emotional growth, centering on skills like conflict resolution, decision-making, and stress reduction. Advisors also support students to develop effective work habits such as autonomy, as they incrementally prepare students to accept more responsibility for their academic progress, perseverance, timeliness, and knowing when and how to seek help.
Across all four grades, advisors will facilitate a series of learning activities designed to prepare and motivate students to enter and succeed in college. These activities will help prepare students for essay writing, college application, finding and managing financial assistance, interviewing, and discerning best-fit schools that align with students’ life goals. Parents/Guardians will be encouraged and, at times, required to participate in the college readiness strand, learning more about their role in encouraging, supporting, and meeting their responsibilities for their children’s successful college experiences.

**Scope and Sequence**

**Table 6: Hybrid High School Course Sequence by Grade Level**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English I</td>
<td>English II</td>
<td>English III or AP</td>
<td>English IV or Creative Writing*, Participatory Media*, AP English Language and Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Language and Composition, AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Literature and Composition</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Geometry or Algebra II or Probability and Statistics or (Precalculus)</td>
<td>US Government and Politics* OR AP US Government and Politics* AND US and Global Economics* OR AP Macroeconomics* OR AP Microeconomics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Multicultural Studies*</td>
<td>World History</td>
<td>US History since the Civil War or AP US History</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science (or Foundational Science)</td>
<td>Biology or AP Biology</td>
<td>Chemistry or AP Chemistry or Physical Science or AP Physics B</td>
<td>Chemistry or AP Chemistry or Physical Science or AP Physics B</td>
</tr>
<tr>
<td>Projects</td>
<td>1 School-wide Project, 2 Collaborative Projects, 1 Community Service Project</td>
<td>1 School-wide Project, 2 Collaborative Projects, 1 Community Service Project</td>
<td>1 School-wide Project, 2 Collaborative Projects, 1 Community Service Project</td>
<td>1 School-wide Project, 2 Collaborative Projects, 1 Community Service Project</td>
</tr>
</tbody>
</table>
## USC HHS Proposed Course Sequence by Grade Level

*indicates a semester course

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required A-G Electives</td>
<td>World Language or Visual and Performing Arts Elective</td>
<td>World Language or Visual and Performing Arts Elective</td>
<td>World Language or Visual and Performing Arts Elective</td>
<td>World Language or Visual and Performing Arts Elective</td>
</tr>
<tr>
<td>Electives</td>
<td>Advisory (1 credit), Physical Education, Health*</td>
<td>Advisory (1 credit), Physical Education</td>
<td>Advisory (1 credit), Physical Education, PreCalculus</td>
<td>Advisory (1 credit), Physical Education, AP Calculus, AP Statistics</td>
</tr>
<tr>
<td>Electives</td>
<td>World Language or Visual and Performing Arts Elective</td>
<td>World Language or Visual and Performing Arts Elective</td>
<td>World Language or Visual and Performing Arts Elective</td>
<td>World Language or Visual and Performing Arts Elective</td>
</tr>
</tbody>
</table>

NOTE: In 9th Grade, Foundations Math courses would replace the Math course while Foundations ELA courses would replace the Required A-G Elective.

### Teacher Recruitment and Selection

Highly qualified teachers, as required by No Child Left Behind, will teach core academic courses and personalized interventions. English/Language Arts, history/social science, mathematics, and science will be considered “core, college prep” subjects for purposes of NCLB Highly Qualified requirements. Hybrid High recognizes that high student achievement depends on instructional capacity.

The school will use multiple strategies to attract and keep highly qualified teachers with instructional knowledge likely to support student achievement and collaborative learning for all students. Teacher job descriptions will list specific teacher characteristics that best support student achievement of all students at Hybrid High. The Ednovate and Hybrid High development team will announce positions on the project’s website, [www.uschybridhigh.org](http://www.uschybridhigh.org), and will tap into an extensive network of teachers through USC’s MAT program and other school reform and charter networks to publicize its hiring needs. The school will also announce openings on EdJoin, in education publications, and participate in job-hiring fairs.

Hybrid High will use a hiring process that reveals the alignment of candidates’ educational philosophy and skills with Hybrid High’s instructional approach. A paper screening will be the first step to ensure that candidates meet basic qualifications and to reveal the candidate’s alignment with Hybrid High’s mission and vision. Ideal candidates will value an emphasis on the whole student, including career and college planning, personal growth and social-emotional skill development. They will have interest and experience in forming supportive relationships with students and problem solving individually to ensure each student’s success. They will know academic content well and be effective at making concepts comprehensible to students working one-on-one. Specialist teacher candidates will demonstrate effectiveness in their specialty area. Candidates will participate in an interview and, as feasible, demonstrate teaching skill through an in-class observation, a video, or a written response to questions about pedagogy. Administrators, teachers, parents, and students will participate in the hiring process as members of the Personnel Committee. The Personnel Committee will recommend candidates to the Ednovate Board for final approval.

Hybrid High will attract and retain teachers by offering an appropriate compensation package and by creating an attractive and highly innovative work environment. Hybrid High will offer teachers a relaxed but exciting setting where they work with students mostly one on one and in small groups, but where they also maintain a tight knit advisory group. Hybrid High’s design promotes teachers’ ability
to focus on individual student learning by shifting the focus away from classroom management and whole-group direct instruction common in traditional schools. Teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed will be attracted to this program. Also, teachers who excel at and enjoy projects will be unfettered at Hybrid High.

**Teacher Professional Development**

Hybrid High’s calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction. Hybrid High’s mission and vision involve sophisticated educational practices that will take time to develop fully. In the school’s opening year, teachers will begin work a month prior to student arrival, providing time to develop expertise with the school’s digital curriculum, to work develop shared practice and requirements regarding student project work and the assessment of that work, and to re-examine and evolve the conception of the teacher-role in a learning environment that promotes just-in-time student support in the context of personalized learning and customized student schedules. Another high priority focus of the initial staff development period will be the formulation and planning of the school’s central advisory program. In subsequent years, Hybrid High will close the school for two weeks each summer to engage all teachers in planning and professional development activities focused on the school’s curriculum and innovative instructional practices.

Hybrid High will implement a professional learning community model that promotes ongoing collaboration, reflection, dialogue, action research, and data analysis among teachers. Every other Tuesday, USC Hybrid High School will dismiss students at 1:00 to allow time for professional development. In addition, two days will be set aside in February of each year to provide time for the staff to review mid-year student performance and program evaluation data. Hybrid High’s schedule will provide time for small group meetings among staff to share effective practices and to revise practices that are not meeting the needs of students. Teachers will plan curriculum, discuss student needs, and analyze data to understand what’s working and how to address challenges.

Professional Development activities will be led by administrators, instructional specialists at the school, a master teacher sharing best practices, or outside consultants, for example from various USC experts who can share cutting-edge techniques and knowledge about working effectively in urban, multi-ethnic and multi-cultural environments to promote student academic, social/emotional, and life skills. An overarching goal will be to assure a cohesive and school-wide approach to developing students’ reading, writing, math, and English proficiency skills across all subjects and in all types of learning activities.

At the beginning of each school year, each Hybrid High staff member will receive an up-to-date handbook that stipulates the school calendar, roster, organizational chart, standard operating practices and policies, including an overview of student supervision and classroom management practices, guidelines for academic interactions with students, and necessary forms and templates. Teachers will also create their individual professional learning goals at the beginning of the year and will periodically review their progress toward those goals with the school Principal during the school year. Individual professional development plans will be based on individual teacher interests and the career goals but must take into account observational and qualitative data that reflects on their past performance and success with students.

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

**Academic Calendar and Sample Schedules**

**Academic Calendar**

Students will attend Hybrid High year round. The USC Hybrid High School academic calendar shows the extraordinarily increased opportunity for students to learn as compared with traditional programs (See Table 7). All USC HHS students will be required to complete at least 64,800 instructional minutes each school year. However, Hybrid High’s extended school year provides students with opportunities to engage more deeply in projects, allows for extended time for students to master core content, and, when needed, allows time for remediation. Subsequently, USC HHS anticipates that students will greatly exceed the minimum number of minutes required each year.

In its first year of operations, 2012-2013, the calendar is based on a 40-week academic year for students who begin on September 4th. USC HHS staff will use the month of August 2012 for professional development and to prepare to open the school. Starting in the 2013-14 school year and for every year after that, USC HHS will offer 48 instructional weeks for students. Given that those weeks are composed of days where school is open from 7:00AM to 7:00PM Mondays through Saturdays and for an additional 6-8 hours on Sundays, the increase in instructional time and opportunity is dramatic. The USC HHS academic calendar complies with the requirements set forth in Education Code 47612.5.

Number of weeks required in the fall and spring semesters, combined: 48  
Number of weeks required in the summer term: There will be no summer term.  
Minimum Number of instructional minutes provided per week to each grade level: 1800  
Minimum number of instructional minutes per year: = 64,800

**Table 7: USC HHS Increased Opportunity to Learn**

<table>
<thead>
<tr>
<th>Category</th>
<th>USC HHS</th>
<th>Traditional Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available Instructional Weeks</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>Available Instructional Days</td>
<td>310</td>
<td>180</td>
</tr>
<tr>
<td>Instructional Minutes</td>
<td>86,400</td>
<td>64,800</td>
</tr>
<tr>
<td>Total Available Minutes</td>
<td>194,700</td>
<td></td>
</tr>
</tbody>
</table>

Projected USC Hybrid High School Academic Calendars for 2012-13 and 2013-14 follow.
2012-2013 DRAFT Academic Calendar

USC Hybrid High School
2012-2013
Academic Year Calendar

2013-2014 DRAFT Academic Calendar

USC Hybrid High School
2013-2014
Academic Year Calendar

Notes

Professional Development (Full Day) 12
Minimum Day (Long Distance) 7:30 - 1:30
Instructional Day 212

M-F
Number of Instructional Days Take
16 September 27
15 October 31
23 November 25
15 December 23
23 January 29
17 February 25
26 March 28
22 April 20
22 May 28
30 June 28

Total Number of Instructional Days: 212

M-F Instructional Days: 186
Sat-Sun Instructional Days: 24

STAR Testing Window based on M-F Instructional Days: April 8th - May 11th

Submitted: October 2011
Sample Weekly Schedules

Hybrid High will be open and staffed with credentialed teachers approximately 48 weeks each year, and offer approximately 80 instructional hours in a typical week. As a result, Hybrid High will offer approximately 230,400 instructional minutes on-site annually. As stated in the previous section, all USC HHS students will be required to complete at least 64,800 instructional minutes each school year, but given the extended school year, it is expected that students will significantly surpass the minimum requirement. Clarification of classroom-based instruction is provided in the Appendices behind the Classroom-Based Instruction tab. There are guidelines that assure rigorous, timely experiences for every student.

All 9th grade students, most 10th grade students and some 11th and 12th grade students will have 100% of their instruction on-site during the traditional academic year. Adjusting for weeks with fewer instructional days, students will typically be scheduled to be on site a minimum of 36 hours per week aligned with the school’s year-round instructional calendar. Of those 36 hours, a minimum of 30 hours must be spent in instructional activities, excluding breaks, meals and passing times. For example, in a typical 5-day week, a student may have 6 hours of instruction per day with a 45-minute lunch and two 15-minute breaks, for a schedule of 36.25 hours/week, with 30 required instructional hours. Just like students at traditional high schools, this is where their instructional program occurs.

For those who demonstrate academic success working with a high degree of autonomy, Hybrid High may offer limited additional flexibility. Some students will use this flexibility to work from home; others may participate in internships, work experience education, concurrent enrollment, or other off-site learning opportunities. Since students completing work at home will be doing the work they would otherwise have been completing on site, were it not for the increased flexibility allowed them, this activity could be viewed as off-site instruction, rather than homework. Internships and other off-site learning experiences would also be considered off-site instruction.

To ensure that Hybrid High meets the thresholds for on-site instruction required to receive full funding, Hybrid High will continually monitor students’ schedules. In no case will students be scheduled for less than 80% of the annual instructional minutes on site pursuant to Education Code Section 47612.5.

USC Hybrid High School will implement a differentiated staffing model to ensure that highly qualified certificated and classified instructional staff is available during all hours of operation. Sample staffing schedules are included in the Appendices behind the Employee Schedules tab.

Given the focus at USC Hybrid High on customizable scheduling and personalized learning plans, the daily schedules of students will vary from one student to another and will change week-to-week. Student hours may be scheduled anywhere from 3-7 days a week, though the most common schedule we anticipate is a traditional 5-day Monday-Friday week. To understand the student experience, schedules are best viewed by the week. The variation in student schedules is illustrated in the following schedules of three hypothetical students.
### Sample Variation 1: Student schedule utilizing traditional hours and days

<table>
<thead>
<tr>
<th>Lysia Burton</th>
<th>Mon</th>
<th>Wed</th>
<th>Fri</th>
<th>Sun</th>
<th>Sat</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor: D. Smith</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>56.00</td>
</tr>
<tr>
<td>Advisor Approval</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>56.00</td>
</tr>
</tbody>
</table>

**Sample Variation 2: Student schedule utilizing mornings and weekends to permit afternoon employment**

<table>
<thead>
<tr>
<th>Alex Tan</th>
<th>Mon</th>
<th>Wed</th>
<th>Fri</th>
<th>Sun</th>
<th>Sat</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor: A. Morrison</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>7:00 AM</td>
<td>56.00</td>
</tr>
<tr>
<td>Advisor Approval</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>56.00</td>
</tr>
</tbody>
</table>

**Week Total Hours:** 56.00

Submitted: October 2011
Sample Variation 3: Student schedule utilizing afternoons and weekends to permit child care in mornings

<table>
<thead>
<tr>
<th>Maria Gomez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor: A. Morland</td>
</tr>
<tr>
<td>Advisor Approval: 2</td>
</tr>
<tr>
<td>Mon: 7:00 AM</td>
</tr>
<tr>
<td>Tue: 9:00 AM</td>
</tr>
<tr>
<td>Wed: 9:00 AM</td>
</tr>
<tr>
<td>Thu: 9:00 AM</td>
</tr>
<tr>
<td>Fri: 9:00 AM</td>
</tr>
<tr>
<td>Sat: 9:00 AM</td>
</tr>
<tr>
<td>Sun: 9:00 AM</td>
</tr>
</tbody>
</table>

Rationale for Daily/Weekly Schedules

USC Hybrid High School offers students the opportunity to customize their schedules. The need for flexibility in the schedule is based on the finding that a third of students who drop out do so simply because of schedule conflicts between traditional school hours and their need to either work or provide care for family members (Jerald, 2006; Rumberger & Lim, 2008). Given the choice between helping their families and staying in school, these children make the altruistic decision to help their families. The USC Hybrid High open schedule is designed in part to remove that very personal barrier for students who would otherwise complete high school.

The flexible schedule also permits students to increase the number of hours they spend in school, allowing them time to improve basic skills, time to catch up, time to move ahead—all at their own pace. The increased accessibility of the program provides a safe haven and an opportunity for community among students and teachers that promotes the development of social skills and a sense of responsibility to and for others. The schedule permits students to engage deeply in projects and service opportunities that the traditional school schedule would not permit. It allows USC Hybrid High to hold higher expectations for students and to require additional credit and experiences not often available in traditional urban high schools.

Student schedules ensure that students are on campus for the required amount of instructional time, that they have access to all teachers they may need to interact with, and that they participate in all required onsite classes. Schedules may be altered during the year to accommodate participation in projects or other experiences but will maintain the minimum requirements. Individual student schedules are reviewed and modified only in student/advisor meetings and the advisor must approve changes.
Meeting The Needs of Diverse Learners

English Learners

Hybrid High expects to enroll many students from homes where the primary language is not English, with approximately 35% of the student body classifying as English Language Learners (ELLs). The primary home language is likely to be Spanish for an approximate 70-80% of Hybrid High’s students. However, given the demographics of the USC neighborhood, we anticipate clusters of students with other non-English home languages. Given USC’s prominence as a university with one of the most diverse student bodies in the nation, the school of Education provides extensive second-language support to its English learners. It is anticipated that knowledge, staff, and students from this program will assist USC HHS in providing language assistance.

*Identification, Assessment and Progress Monitoring.*

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

Services to English Language Learners begin with identification. When students enroll at USC Hybrid High School, every effort will be made to obtain their cumulative record in order to identify their English Learner status. In the absence of a cumulative record USC HHS will use the home language survey to determine whether English is a students’ home language. All students for whom USC HHS has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window (currently July 1 to October 31) to determine their English language proficiency level. When appropriate, these students will also be assessed in their primary language to determine academic skill levels. USC HHS will use annual CELDT and CST data, teacher observations, and optional parent input to identify English Language Learners (ELL), determine their English Language Development (ELD) levels, and reclassify ELL students as English proficient when appropriate. USC HHS will also monitor the progress of students reclassified as Redesignated as Fluent English Proficient (RFEP) to ensure that they maintain English proficiency, will retest any students who appear not to maintain proficiency, and may reclassify these students as ELLs once again if indicated by the school’s criteria. ELL student classification will use the California English Language Development Standards levels:

**ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

**ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

**ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

**ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

**ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.
Hybrid High will use a systematic, ongoing process to monitor ELLs’ progress toward English proficiency. Teachers will use formal and informal assessment data to monitor student progress and to modify instruction to meet students’ needs. Teachers will compile student work samples and assessments and evaluate progress using ELD portfolios on a quarterly basis. Teachers will regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels.

**English Language Development. The English language literacy intensive component of the program will support ELLs through:**

- A teaching staff qualified in second language pedagogy and with experience teaching second language learners
- The use of core content courses (Apex Learning) with built-in differentiation for ELLs that supports English acquisition through emphasis on vocabulary and language supports that make content accessible, thereby providing practice in listening and reading comprehension
- An ongoing program of staff development to prepare teachers to provide life skills and project work using Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies to promote English acquisition in a context of high-level meaning
- An extracurricular program for students with a strong language literacy focus
- Bilingual teacher’s aides in the learning labs to assist ELLs in English intensive classes.

USC HHS will offer the core content courses in a sheltered English environment for students who are not proficient in English as needed. Sheltered content classes are subject matter content courses designed especially for ESL students. The curriculum content for the sheltered English classes is the same as in the English only courses.

Recognizing that many students at USC Hybrid High School may not be Standard English speakers, many of the same guidelines and programs listed above will be implemented to transition students to proficiency with Standard English. Specific strategies include modeling standard English; building student communication skills through structured practice in oral language presentations for project-based learning culminations; training USC HHS staff to recognize non-standard English language interference with learning; and establishing a culture of appreciation for home languages.

**Socio-economically Disadvantaged Students**

Hybrid High expects that most of its students will qualify as socio-economically disadvantaged, which means that they are more likely to be exposed to a range of risk factors associated with low academic achievement. These students come to school under stress from environmental factors associated with high-crime neighborhoods and economically insecure households. Students may not be supervised while caretakers are at work that may also expose them to high-risk behaviors. Low SES-students tend to switch schools more often because of housing and employment instability. They have greater health problems, some (like lead poisoning or iron-deficiency anemia) directly depressing cognitive ability, and some causing more absenteeism or inattentiveness. Their households include fewer college-educated adults to provide guidance for academic success. Nearly 15 percent of the black-white test-score gap can be traced to differences in housing mobility, and 25 percent to differences in child- and maternal-health (Rothstein, 2007).
Students who come to school hungry, scared, abused, ill, or preoccupied with worry need assistance and support to overcome these challenges. Hybrid High will support students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential. The school’s leadership is committed to working diligently to place a full range of social services within reach of families who need them. To support families who need services, Hybrid High will inform parents about resources where counseling services are available. Hybrid High will contract for services with qualified providers to provide health screenings and nursing services required of public schools and will seek additional assistance to help families access additional health care services through community partners. The school will compile and distribute a guide to other support services available to families in the area, such as job training and placement, housing, parent education, gang prevention, youth enrichment activities and quality child care programs.

For students who have experienced trauma, Hybrid High also intends to have personnel trained in Support for Students Exposed to Trauma (SSET). This program is an outgrowth of Cognitive-Behavioral Intervention for Trauma in Schools (CBITS), a school-based early intervention program aimed at reducing children’s symptoms related to existing traumatic experiences and enhancing their skills to handle future stresses. Hybrid High staff will be supported in these goals by supervising faculty and interns from USC’s School Counseling program and from the School of Social Work.

The school will also use culturally relevant instruction. Research shows that this tends to be important for the success of African American and Latino students. Culturally relevant instruction includes but goes beyond things like using real world role models, cultural connections to what is being studied, acknowledgement, and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials. It also includes a long list of instructional approaches that align closely with Hybrid High’s approach, such as the following:

- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- A lot of praise
- Multiple ways to learn
- Inclusion of parents.

Hybrid High will also support socioeconomically disadvantaged students by creating a safe, supportive school culture. The school’s emphasis on social-emotional development, close relationships and school norms will achieve an environment in which people treat each other well and make the school an emotionally restorative environment. In hiring, Hybrid High will seek candidates who demonstrate a genuine love and enjoyment of high school students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students’ focus and feelings of security. Teachers will also make it daily practice to honor and celebrate students’ accomplishments.
Gifted and Talented Students

USC Hybrid High School will set Clear Expectations for the school community and provide a quality, standards-based gifted and talented program that demonstrates academic rigor. The gifted and talented program will include:

- Flexible grouping of students
- Honors and Advanced Placement courses
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement and development of skills needed to support gifted and talented children
- Professional development offerings for staff to support academic and talent excellence in students.

Identification. Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the Gifted/Talented Programs:

- Intellectual Ability: Students whose general intellectual development is markedy advanced in relation to their chronological peers.
- High Achievement: Students who consistently function for two consecutive years at highly advanced levels in English/EL and mathematics.
- Specific Academic Ability: Students who consistently function for three consecutive years at highly advanced levels in either English/EL or mathematics.
- Ability in the Performing or Visual Arts: Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), drama, or in drawing or painting.
- Creative Ability: Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.
- Leadership Ability: Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

Identification is accomplished through a school-based assessment process consisting of search and referral, screening, and administrative verification. Achievement and psychological test results from external private sources may be used to supplement the identification process but will not be used instead of school-based assessment process.

Supporting Gifted and Talented Students. Hybrid High will employ a number of strategies to serve and develop gifted and talented students, two of which are particularly well suited to the school’s personalized, customizable, and self-paced program:
- **Acceleration** — 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.

- **Grouping Practices** — a strategy where 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.

- **Student Interest Projects** — a strategy that allows students to pursue their own academic interests and which may provide a greater level of depth and complexity in the exploration of academic content.

Additional program characteristics that promote the abilities of gifted and talented students are all equally important for the intellectual and social/emotional growth of all students at USC HHS and will, therefore, typify the nature of all learning environments at the school. They include:

- an environment that is responsive to learners
- attention to each learner’s knowledge, understanding, and interest
- integration of both cognitive and affective abilities in the learning process
- personalization of curriculum to meet each learner’s needs
- formative evaluation of the instructional program to provide data for the ongoing improvement of the program.

**Students Achieving Below Grade Level**

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

- **Tier 1** — consists of high-quality core instruction founded on research-based best practices and delivered to all students.

- **Tier 2** — involves instructing students in "pull-out intervention." This typically consists of a group of students who receive focused instruction in study skills, problem solving, and other areas needing improvement.

- **Tier 3** — is a more concentrated form of pull-out intervention in which specialized teachers work with students, either one-on-one or in small groups, to develop basic skills.

Hybrid High differentiates instruction for academically low-achieving students through the use of three instructional options: a) remediation courses in reading, writing, and math that address Tiers 2 and 3; b) the use of general academic courses designed specifically to include support for students reading below grade level (Tier 1), and core academic courses with scaffolding for students needing additional support to succeed (Tier 1). Selection of Apex Learning courses for HHS’s academic core
was based, in part, on the differentiated learning paths available to students with various levels of academic skills and deficiencies. These paths include:

- **Foundations Courses**: Foundations courses develop skills and strategies in math, reading, writing, social studies, and science with the goal of raising achievement to a high school level. Courses feature structured remediation designed to accelerate mastery of required skills appropriate to grades 3 to 8. Foundations courses have been designed to be age-appropriate with respect to content, illustrations, and examples for students 13 years of age and older. Each semester course offers approximately 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment. The Foundation Course path can be used as a Tier 2 solution for supplemental material in the intervention classroom, targeting study skills, strategy instruction, and problem solving. They can also be used as Tier 3 solutions for supplemental use by specialist teachers working with students on basic skills remediation.

- **Literacy Advantage Courses**: Literacy Advantage courses are standards-based general studies courses that meet the needs of students who are reading below grade level. These courses assist students in mastering required content in math, science, English, and social studies to earn credits toward high school graduation while simultaneously developing general and academic literacy skills. Literacy Advantage courses are based on the most current research in adolescent literacy and best practices for instruction and intervention. Each semester course offers 60–80 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

- **Core Courses with Scaffolding and Real-Time Remediation**: While the core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who may benefit from additional learning support. Scaffolding includes additional practice opportunities, summaries, and annotations to support reading comprehension, and process guides and graphic organizers for reluctant writers. The core courses also offer real-time remediation through ongoing formative assessment with remediation opportunities where needed. Additionally, Hybrid High will offer Reading Skills and Strategies, a course designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Similarly, another ELA intervention course, Writing Skills and Strategies, develops key language arts skills through a semester of interactive instruction and guided practice in composition fundamentals. Further, there is an alternative Algebra I course that may be offered in a two-year sequence for students who may benefit from a slower pace.

Hybrid High intervention specialists will also design English Language Arts and mathematics intervention programs to fill in any gaps that Apex Learning Courses may leave, especially for students with less common needs, such as reading skills below Grade 3.

Hybrid High’s overall instructional design addresses barriers commonly faced by academically low achieving students with:

- **Individualized Pacing**: Students have more time to achieve mastery and are able to work at their own pace.
• **Just-in-Time Access to Instructional Support:** Students who benefit from having credentialed teachers and instructional aides nearby to provide support and answer questions as they work. They have access to this support seven days a week and into the evening. This is in addition to the online teachers for each Apex course. Students are not left to do homework alone and are always able to get support from the instructional staff.

• **Access to Intervention Specialists:** In addition to online coursework, Hybrid High will employ an intervention specialist(s) to provide Tier 2 and 3 support to students with the greatest literacy and mathematics challenges. Support may include enrollment in a reading and/or mathematics intervention course or working in small groups and individually to best meet each individual student’s needs.

• **Development of Learner Autonomy:** Hybrid High will work explicitly to develop students’ autonomy so that they learn to take responsibility for managing their time, productivity, and quality of work and learn to self-monitor to recognize when they need to seek help. Though staff will support students as they develop these skills, ultimately the development of student autonomy will enable students as self-directed learners who seek help when they need it.

Student progress will be monitored on an ongoing basis by the assigned teacher of each course and by each student’s advisor. When students do not keep up with expected pace or performance for a course, the assigned teacher of the course will contact the student’s advisor to assist with problem solving and plan for needed supports for students. Also, at progress reporting intervals, advisors will review student performance and will report students underperforming in particular courses or whose performance overall has not improved as expected or has dropped from where it was previously. The advisor will work with struggling students’ teachers and, if the strategies in place are deemed unsuccessful after initial interventions, the student will be referred to the Student Success Team. This team, comprised of the referring teacher, an administrator, the parent, and the student, will discuss and document concerns and develop and implement an action plan that targets the specific needs of the student. A follow-up meeting will then be scheduled to assess whether documented interventions proposed by the team have been successful. This cycle will repeat, using the Response to Intervention framework, until students are achieving. Referral for assessment to determine eligibility for special education services may occur after reasonable and consistent accommodations and modifications have been implemented and determined to be unsuccessful.

### Students With Disabilities

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

• **Accommodations:** Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.

• **Modifications:** Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.

• **Co-planning:** A process by which a general and special education teacher share planning, modifications, and evaluation of instruction and behavioral support.
Co-teaching: A general and special education teacher share instruction, planning, behavioral support, and grading for all students.

DIS Support (integrated): The provision of itinerant support services within the general education class (LAS, DHH, VI, etc.).

Inclusion: The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Support outside of the general education program will include:

DIS pullout: The provision of itinerant support services outside of the general education classroom

Special Education pullout: The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time

Learning Center: The provision of special education services through the use of the learning center - a location where specialized and targeted services are provided for specific students.

*Special Education Program

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

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, USC Hybrid High School will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and USC Hybrid High School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree (“MCD”) requirements (see MOU execution requirements below). Charter schools that are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

*SELPA Reorganization

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

District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District-operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may choose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.

The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.

*Modified Consent Decree Requirements*

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions, and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically 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 Plans (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:
- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

**Implementation Timeline**

Hybrid High anticipates using its first five years to develop and iterate program components and operate within temporary facilities while seeking and readiness a permanent location for the school. The following Implementation Timeline establishes a set of benchmarks for program implementation and development. As with any action timeline, the benchmarks will be revised along the way, establishing new benchmarks and assigning new priorities against actual student performance and growth and operational realities.

**Table 8: Implementation Timeline**

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Annual Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Year 1: Focus on new model of just-in-time support for students in core academic courses; on school norm-setting and on building constructive relationships with students; on developing and implementing the advisory program, including personalization of student learning plans and schedules and building student rapport; on implementing school-wide projects; on addressing the need of ELL students through intervention and sheltered learning</td>
</tr>
<tr>
<td></td>
<td>Year 2: Focus on integration of best-practice reading, writing, and ELL instruction across the curriculum; on data-driven instruction; on project-based learning assessment process with co-development of rubrics between students and project supervising teacher; on strategies to make online teaching staff an integral part of the instructional team; on building a supportive and vibrant school culture; on teacher leadership, collaboration, and decision making</td>
</tr>
<tr>
<td></td>
<td>Year 3: Focus on curriculum review and enhancement; on the development of community-based service projects; on increasing student performance on high-stakes exams; on building peer-to-peer support in the instructional setting</td>
</tr>
<tr>
<td></td>
<td>Year 4: Focus on readiness of students for transition to college or the workplace; on supporting internships; on dual-credit opportunities at USC and community colleges</td>
</tr>
<tr>
<td></td>
<td>Year 5: Focus on developing opportunities for HHS staff to lead dissemination workshops at other L.A. area schools with interest</td>
</tr>
</tbody>
</table>
## Program Component: Community Partnerships

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Focus on building a reciprocal relationship with the Magnolia Place Family Center to provide integrated social, legal, medical, and food services for our students; on finding community professionals who will participate as mentors who introduce students to various career options; on implementing volunteer supported student projects from varied USC Schools</td>
</tr>
<tr>
<td>Year 2</td>
<td>Focus on developing partnership with the L.A. Family in Schools Foundation to deliver parent-student classes at the school</td>
</tr>
<tr>
<td>Year 3</td>
<td>Focus on developing community-based service options for HHS students; on school/community/family relationships; on creating internship opportunities in community businesses</td>
</tr>
<tr>
<td>Year 4</td>
<td>Focus on implementation of dual-credit options for students</td>
</tr>
<tr>
<td>Year 5</td>
<td>Focus on creating programs where students can provide services or take other forms of action to improve their own community</td>
</tr>
</tbody>
</table>

## Program Component: Technology

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Focus on implementation of technology/network and hardware and software infrastructure at the school’s temporary site; on implementation of school’s prototype SIS and student achievement and behavior data system; provide laptops to all teachers and provide and maintain system to manage approximately 125 student laptops and desktops; on development of prototype student scheduling system to support customizable student schedules; on digital displays of student work</td>
</tr>
<tr>
<td>Year 2</td>
<td>Focus on scaling systems and support for 300 students; on iteration and integration of student performance data systems; on creation of iApp or other software to allow parents/guardians, students, and staff to appropriately access their performance data; experiment with video conferencing system to support interaction of students and online teachers; on extending systems for display and presentations of student work; on extended support for technology use in project work; on new hardware/software solutions</td>
</tr>
<tr>
<td>Year 3</td>
<td>Focus on scaling systems and support for 475 students; on iteration and integration of student data and scheduling and reporting systems; on expansion of use of video-conferencing systems; on home access for students to assignments and online courses; on re-establishing technology services at new school location; on new hardware/software solutions</td>
</tr>
<tr>
<td>Year 4</td>
<td>Focus on scaling systems and support for 650 students; on development of innovative uses of mobile devices to support student autonomous learning and data access; on new hardware/software solutions</td>
</tr>
<tr>
<td>Year 5</td>
<td>Focus on development of algorithms to utilize machine intelligence to discover patterns in student behavior and performance that would lead to performance support for advisors to make better use of student data for more effective personalized learning programs; on new hardware/software solutions</td>
</tr>
</tbody>
</table>
## Program Component

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>Annual Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1:</strong> Focus on parent engagement in school improvement efforts; on establishing parent committees to participate in school-level decision making; on workshops for parents and guardians on better ways to support their children’s learning work and ambitions at home</td>
<td>Year 1: Focus on parent engagement in school improvement efforts; on establishing parent committees to participate in school-level decision making; on workshops for parents and guardians on better ways to support their children’s learning work and ambitions at home</td>
</tr>
<tr>
<td><strong>Year 2:</strong> Focus on establishing parent committees to share ownership of planning celebratory school events; on providing three workshops to develop parent/guardian knowledge about college admission and responsibilities in the process</td>
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</tr>
<tr>
<td><strong>Year 3:</strong> Focus on increased family support for evening and weekend classes; on first opportunities for parents to engage in learning programs at the school (for example, offering a GED or Technology Training program)</td>
<td>Year 3: Focus on increased family support for evening and weekend classes; on first opportunities for parents to engage in learning programs at the school (for example, offering a GED or Technology Training program)</td>
</tr>
<tr>
<td><strong>Year 4:</strong> Focus on developing parent volunteers to assist new school families</td>
<td>Year 4: Focus on developing parent volunteers to assist new school families</td>
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<tr>
<td><strong>Year 5:</strong> Focus on engaging parents in active review of the school, their roles, and improvement plans</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facility</th>
<th>Annual Benchmarks</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1:</strong> Focus on the development of a safe, efficient, effective, and inviting physical environment for student learning; on planning for second year scaling to 300 students</td>
<td>Year 1: Focus on the development of a safe, efficient, effective, and inviting physical environment for student learning; on planning for second year scaling to 300 students</td>
</tr>
<tr>
<td><strong>Year 2:</strong> Focus on temporary site development for 300 students; on a capital campaign to purchase a permanent facility, beginning with federal loan programs, grants, and philanthropic gifts</td>
<td>Year 2: Focus on temporary site development for 300 students; on a capital campaign to purchase a permanent facility, beginning with federal loan programs, grants, and philanthropic gifts</td>
</tr>
<tr>
<td><strong>Year 3:</strong> Focus on temporary site development for 475 students; on a capital campaign to purchase a permanent facility, beginning with federal loan programs, grants, and philanthropic gifts</td>
<td>Year 3: Focus on temporary site development for 475 students; on a capital campaign to purchase a permanent facility, beginning with federal loan programs, grants, and philanthropic gifts</td>
</tr>
<tr>
<td><strong>Year 4:</strong> Focus on move to permanent location for up to 650 students; on new site development</td>
<td>Year 4: Focus on move to permanent location for up to 650 students; on new site development</td>
</tr>
<tr>
<td><strong>Year 5:</strong> Focus on enhancements to new site, optimizing the creation of an environment that supports the school’s goals for students</td>
<td>Year 5: Focus on enhancements to new site, optimizing the creation of an environment that supports the school’s goals for students</td>
</tr>
</tbody>
</table>
Program Component | Annual Benchmarks
--- | ---
Curriculum and Instruction | Year 1: Focus on implementation of online courses; on project-based instruction and assessment; on delivering a differentiated, just-in-time intervention program for reading, writing, and English proficiency; on data-driven learning goals; on implementation of first iteration of USC-sponsored project courses
 | Year 2: Focus on 10th-grade course implementation; online instructional practice and monitoring; 9th-grade curriculum review and enhancements that broaden the learning options for HHS students; on improvements to intervention programs; on integration of course content with projects; on improvements in data-driven scheduling and learning plan development for students; on increasing use and effectiveness of USC-sponsored project courses; on exploration of new differentiated curriculum options
 | Year 3: Focus on 11th-grade course implementation; on improvements to 9th- and 10th-grade curriculums; on student project implementation in the community; on cross-curriculum intervention strategies; on home-based access to online course work; on high-stakes test prep; on college readiness and application goals; on exploration of new differentiated curriculum options
 | Year 4: Focus on 12th-grade course implementation and electives; on improvements to 9-11th-grade curriculums; on dual-credit course enrollment and support; on improving effectiveness of home-access to online courses; on peer-to-peer instruction; on exploration of new differentiated curriculum options
 | Year 5: Focus on skill-based courses for parents/guardians and/or establishing GED options for parents at the school; on exploration of new differentiated curriculum options

**Transferability of USC Hybrid High School Courses**

Per AB1994, all A-G courses will be transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered will be included in enrollment materials, student recruitment materials, and on published course offerings.

**Accreditation**

Accreditation is critical to USC Hybrid High School as it impacts students’ access to colleges and universities and career opportunities. USC HHS will seek accreditation by the Western Association of Schools and Colleges (WASC). In accordance with WASC’s Initial Visit Procedures Manual, USC HHS will submit a Request for WASC Affiliation to WASC and complete the Initial Visit School Description document in its first semester of operation. Following the submission of required documentation, USC HHS will work with WASC to schedule a site visit during the school’s second semester of operation to establish initial accreditation. USC HHS will apply for full accreditation during its third year of operation.
**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES**

“The measurable student outcomes identified for use by the charter school ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”  
*Ed.Code § 47605(b)(3)(B)*

**Student Outcome Goals**

Hybrid High holds the following goals that are consistent with its stated mission and vision to address the achievement gap in this community and to help students reach their fullest potential:

- Maintain an Academic Performance Index score of at least 800 and strive to meet all API growth targets
- Strive to meet Annual Yearly Progress growth targets as required by NCLB (if the school scores less than 800 any year during the term of the charter renewal)
- Academic Performance Index growth of at least 5% of the difference between their API and the statewide target of 800, with a minimum target of five points’ growth
- 100% of our students will graduate from high school
- 100% of our students will meet college readiness requirements for a 2-year or 4-year college
- 100% of students, having attended HHS for a minimum of two (2) years, will pass the CAHSEE by the end of 12th grade
- 90% 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
- 90% of students will achieve proficient to advanced performance in Mathematics content standards and demonstrate an understanding of the use of math in practical, real-life situations
- 90% of students will achieve proficient to advanced performance in History/Social Science and Science standards and demonstrate an understanding of the practical application of these standards to real-world situations and current events
- 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test
- 100% of English Learners will meet reclassification requirements by the end of 12th grade
- 100% of students with disabilities will meet the graduation requirements outlined by the school and/or those outlined in the students’ Individualized Education Programs (IEPs).
Accountability for Results

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

The Principal of USC Hybrid High School will be accountable for demonstrating progress toward and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*. The Board of Directors of Ednovate, Inc. is responsible for monitoring academic progress and documenting and publishing results to the parents, school community, and the community of Los Angeles.

The Board of Directors of Ednovate, Inc. will monitor, document, analyze, and publish implementation results and student outcome results. Ednovate will contract with a 3rd-party evaluator to document and evaluate the implementation of the USC Hybrid High School model and results. Ongoing evaluation will serve to document exemplary teaching practices, provide longitudinal data for continuous improvement, and inform parents and the community on the degree to which USC Hybrid High School is achieving its stated goals for individual students and the school.

Hybrid High Outcomes

Table 9 summarizes student outcomes and measurement instruments by subject area. The school reserves the right to adopt supplemental benchmarks appropriate to the needs of its student body. The frequency of objective means to measure student outcomes will vary according to such factors as grade level, subject matter, the outcome of previous measurements, and information that may be collected from anecdotal sources.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Outcomes</th>
<th>Measurement Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language</td>
<td>Students read, write and speak effectively for a variety of purposes, are familiar with a broad range of literature, and possess grade-level skills in literary analysis.</td>
<td>- Standardized tests (CST and CAHSEE)</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td>- Diagnostic assessment (such as NWEA Measures of Academic Progress)</td>
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<tr>
<td></td>
<td></td>
<td>- Apex Learning and other publisher assessments</td>
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<tr>
<td></td>
<td></td>
<td>- Performance tasks</td>
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<tr>
<td></td>
<td></td>
<td>- Standards-aligned, school-designed benchmark assessments</td>
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<tr>
<td></td>
<td></td>
<td>- Teacher observation</td>
</tr>
<tr>
<td>English Language</td>
<td>Students demonstrate improved understanding and use of the English language in reading, writing, speaking and listening skills appropriate to academic and social settings at their grade level.</td>
<td>- Standardized tests (CELDT and CST)</td>
</tr>
<tr>
<td>Acquisition</td>
<td></td>
<td>- Standards-aligned, school-designed benchmark assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Optional parent input</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Outcomes</td>
<td>Measurement Instruments</td>
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<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Mathematics        | - Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry)  
- Students develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately                                                                 | - Standardized tests (CST and CAHSEE)  
- Diagnostic assessment  
- Apex Learning and other publisher assessments  
- Performance tasks  
Standards-aligned, school-designed benchmark assessments - Teacher observation |
| History-Social Science | - Students develop grade level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation.  
- Students possess core knowledge about U.S. and world history and geography, civics, and economics as well as understand the past and its relationship to the present                                                                 | - Standardized tests (CST)  
- Apex Learning and other publisher assessments  
- Performance tasks  
- Standards-aligned, school-designed benchmark assessments |
| Science            | - Students develop and ask meaningful questions and conduct careful investigations to test a hypothesis  
- Students select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation.  
- Students possess core knowledge in the physical, life, and earth sciences                                                                 | - Standardized tests (CST)  
- Apex Learning and other publisher assessments  
- Labs  
- Standards-aligned, school-designed benchmark assessments  
- Performance tasks |
| Social-Emotional Skills | Students demonstrate self-control; self-responsibility; logical reasoning and problem-solving vocabulary; verbal mediation of emotions; ability to interpret similarities and differences in the feelings, reactions, and points of view of self and others; awareness of effects of behavior on others; and social problem solving skills.                                                                 | - School-designed assessments  
- Performance tasks |
| Foreign Language    | Students read, write, speak and comprehend a foreign language to a basic level                                                                                                                                                                                                                                                         | - Apex Learning and other publisher assessments  
- Performance tasks |
| Visual and Performing Arts | Students are familiar with and appreciate various visual and performing art mediums                                                                                                                                                                                                                                                    | - Apex Learning and other publisher assessments  
- Performance tasks |
| Physical/Health Education | Students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills                                                                                                                                                                                                                             | - Apex Learning and other publisher assessments  
- Performance tasks |
ELEMENT 3 – METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

Methods for Assessing Attainment of Student Outcomes

USC Hybrid High School will utilize state and district accountability measures, assessments mandated by No Child Left Behind, and school-level assessment indicators to ensure that major outcomes are met and to inform instruction. State assessments that provide student-level data include the California Standards Test (CST) and the California English Language Development Test (CELDT) and the California High School Exit Exam (CAHSEE). USC Hybrid High School will follow data collection procedures given by each corresponding agency and present data in a format that can be disaggregated at a student level.

Baseline Assessments

USC Hybrid High School will use publisher-designed and/or teacher-designed tests derived from state content standards to assess literacy and mathematics skills for each student at the beginning of every academic year. Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year to determine the current level of academic achievement of all students (these same tests will be given again at the end of the year to determine growth). These entry level assessments will aid teachers in planning intervention opportunities for students who are performing below grade level as well as enrichment activities for students who are performing above grade level.

Formative Assessments

During the school year, teachers will conduct formative assessments of student progress using a variety of measures. These assessments will help teachers regularly adjust instruction according to students’ progress and ensure that instruction is differentiated to meet each individual student’s needs. For example, teachers will use both publisher tests within the Apex Learning System as well as performance tasks and projects aligned with coursework to measure students’ proficiency with course content and grade-level standards. These tools provide teachers with a snapshot of each student’s mastery of standards at regular intervals, and the results will be used to refine instruction to meet students’ needs.

Summative Assessments

Summative assessments will include the CSTs, the CAHSEE, culminating publisher-designed tests, and/or standards-aligned benchmark assessments in required core courses. Instructional staff will compare beginning and end of the year assessments to show student growth over time with respect to the student outcomes. Writing portfolios will be evaluated for summative purposes twice a year according to a school-developed analytic rubric. Additionally, culminating performance assessments may be used as benchmarks and summative assessments to determine proficiency levels according to pre-established criteria.

School-Level Assessments

USC Hybrid High School will use a variety of assessment tools to measure student progress. Students will be assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, publisher assessments, teacher-
designed quizzes and tests, writing portfolios, performance assessments, teacher-designed assessments, teacher observation skills inventories and homework and class work. Assessment in all standards-based core content areas (ELA, math, social studies, science) will include some combination of diagnostic assessments, publisher assessments, standards-aligned benchmark assessments, and state standardized tests, to be implemented consistently. Assessment practices will include:

- **Diagnostic Assessments:** To provide an additional metric of student achievement, USC Hybrid High School will use a diagnostic assessment to establish a baseline for student performance and to document progress in reading, writing, and mathematics. Diagnostic assessments will be administered to new students before the start of each school year and at the end of each semester during the school year. The precise diagnostic assessments to be used will be determined on the basis of the validity and reliability of the assessments given the school’s educational program. USC Hybrid High School anticipates using publisher-designed assessments as its diagnostic assessments. These assessments will be used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student’s grade level academic performance. Student progress will be monitored regularly; when student progress is not at the desired level, the Student Success Team will be used to prescribe and monitor the effectiveness of interventions or other courses of action and to continue to monitor student progress in Response to Intervention until success is achieved.

- **Writing Portfolios:** Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. Writing portfolios will be required elements in all English courses.

- **Performance Assessments:** USC Hybrid High School’s instructional design incorporates project-based learning as a foundational component. For many skills not easily captured in other assessment formats, performance assessments capture students’ conceptual understanding and other abilities by requiring them to demonstrate knowledge and apply skills in authentic contexts. So, for example, rather than answering a multiple choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through the lab report or an oral explanation of the phenomenon they observed, just as a scientist would. Students may demonstrate understanding through research and community projects; reading out loud written and/or multimedia products; science experiments; proofs, illustrations, and demonstrations of mathematical skills and concepts; demonstrations of social-emotional and behavioral growth; dance and music recitals, and art displays. Performance assessments are evaluated with rubrics that staff and students design, and with teacher observations. When appropriate, student projects may also be evaluated by USC faculty and/or community partners who work in fields that align with the content of the student project.

- **Teacher Observation:** Teacher observation is a valuable tool because it does not take time away from instruction, it is highly personalized, and it taps teachers’ knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress. Teachers, in particular advisors, will keep anecdotal records of student progress and observed strengths and needs. They will be communicated at benchmark intervals, in combination with other sources of information about student progress, in narratives on progress reports.

- **Skills Inventories:** Teachers will monitor students’ progress towards meeting grade-level and course-specific standards using the Apex Learning Management System as well as
site-developed management software. This documentation will supplement other assessments, including publisher-designed and teacher-designed baseline diagnostic and ongoing assessments of reading, writing, and math.

- **Formal Progress Reports:** Teachers will prepare formal student progress reports four times during the school year for parents. The progress reports will contain both qualitative and quantitative information on each student’s academic and social progress and will be aligned with California content standards for English language arts, mathematics, social studies, science, and English language development. Progress reports will indicate courses completed with grades, cumulative credits earned, and progress towards graduation, and documentation on progress in open courses. Progress will also be reported on school-wide diagnostic assessments as well as the major assessments describe previously.

- **Informal Progress Reports:** In addition to formal progress reports, informal progress reports will be generated semimonthly to provide feedback to students, teachers, and parents related to their progress in their coursework and communicated through individual advisory meetings. With frequent informal monitoring, adjustments to students’ instructional program, schedule, and access to intervention and support services can be provided if necessary to ensure that students are on track.

In summary, USC Hybrid High School’s school-level assessments include publisher-designed and teacher-designed assessments, writing samples, class work, homework, observations, skills inventories, performance assessments, standards-aligned benchmark assessments, and skills inventories. Table 10 contains a tentative schedule of assessments that will be used by teachers at designated intervals to determine and monitor student progress:

### Table 10: Schedule of Assessments by Subject Area

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment Tool</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>Diagnostic Assessment in Reading and Writing (TBD)</td>
<td>June/July and December/January each year</td>
</tr>
<tr>
<td></td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
<tr>
<td></td>
<td>Standards-aligned Benchmark Assessments</td>
<td>At designated intervals within Apex courses and upon course completion</td>
</tr>
<tr>
<td>CAHSEE</td>
<td></td>
<td>10th Grade Census 11th and 12th grade testing as needed provided in accordance with State testing schedule</td>
</tr>
<tr>
<td>CST</td>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td>Component</td>
<td>Assessment Tool</td>
<td>When</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Math</td>
<td>Diagnostic Assessment (school-designed)</td>
<td>June/July and December/January each year</td>
</tr>
<tr>
<td></td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
<tr>
<td></td>
<td>Standards-aligned Benchmark Assessments</td>
<td>At designated intervals within Apex courses and upon course completion</td>
</tr>
<tr>
<td></td>
<td>CAHSEE</td>
<td>10th Grade Census 11th and 12th grade testing as needed provided in accordance with State testing schedule</td>
</tr>
<tr>
<td></td>
<td>CST</td>
<td>Annually</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
<tr>
<td></td>
<td>Standards-aligned Benchmark Assessments</td>
<td>At designated intervals within Apex courses and upon course completion</td>
</tr>
<tr>
<td></td>
<td>CST</td>
<td>Annually in required courses</td>
</tr>
<tr>
<td>Science</td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
<tr>
<td></td>
<td>Standards-aligned Benchmark Assessments</td>
<td>At designated intervals within Apex courses and upon course completion</td>
</tr>
<tr>
<td></td>
<td>CST</td>
<td>Annually in required courses</td>
</tr>
<tr>
<td>English-Language</td>
<td>CELDT</td>
<td>Beginning of each year</td>
</tr>
<tr>
<td>Development</td>
<td>CST – Standard ELA grade-level test</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>English Language Arts Assessments</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>School-Designed Assessments</td>
<td>During and at the end of each ELD intervention or course</td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Social-Emotional Skills</td>
<td>Publisher Assessments (as applicable)</td>
<td>End of each publisher unit</td>
</tr>
<tr>
<td></td>
<td>School-Designed Assessments</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>Publisher Assessments (Apex Learning)</td>
<td>During and at the end of each Apex course</td>
</tr>
</tbody>
</table>

**Grading System**

USC Hybrid High School will use a standard grading scale that is explicitly aligned with students’ demonstrated proficiency as documented in the Apex Learning Management System. For courses offered outside of the Apex Learning Management System, teachers will document students’ proficiency in meeting course objectives and standards in accordance with the grading scale provided below. It is important to note that the grading scale does not include a mark for failing grades. Course completion is based upon demonstrated proficiency. As a result, courses will remain open and students will continue to receive support and intervention as needed until they have met a minimum proficiency of 75 percent or higher.
Table 11: USC Hybrid High School Standard Grading Scale and GPA Factor

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>GPA Factor</th>
<th>Grade</th>
<th>%</th>
<th>GPA Factor</th>
<th>Grade</th>
<th>%</th>
<th>GPA Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>4.0</td>
<td>B+</td>
<td>90-91</td>
<td>3.3</td>
<td>C+</td>
<td>82-84</td>
<td>2.3</td>
</tr>
<tr>
<td>A</td>
<td>96-98</td>
<td>4.0</td>
<td>B</td>
<td>86-89</td>
<td>3.0</td>
<td>C</td>
<td>79-81</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-95</td>
<td>3.7</td>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
<td>C-</td>
<td>75-78</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>70-74</td>
<td>1.3</td>
<td>D+</td>
<td>65-69</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60-64</td>
<td>0.7</td>
<td>D-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As previously noted USC Hybrid High School will provide students and parents with mid-term and end-of-term progress reports. Progress reports will show Apex Learning mid-term and end-of-term grades with detail on assessment scores. Where students’ performance is far above or far below grade level, additional data will be provided to clarify students’ progress to more individualized learning goals. Progress reports will include teacher narratives that place students’ learning in a personalized context and provide descriptive detail that objective assessment data lacks. Progress reports will indicate any specific actions recommended to students and parents to improve achievement.

Using Data to Inform the Instructional Program

USC Hybrid High School will use a variety of evaluative tools to provide a complete picture of each student’s academic and social growth profile. The methods and procedures described above provide multiple measures of student work to provide a full picture of student achievement. To the greatest extent possible, assessments will be closely connected to learning outcomes and instructional methods used in the classroom, so that they are a better reflection of student understanding and so that they are most useful in informing instruction.

Assessment data will help the administration and teachers strategically direct resources and drive instruction toward prioritized areas of need. The Principal will drive this process, working with teachers to ensure that the process incorporates their observations, concerns, questions, and ideas. The Principal will work with teachers to identify areas of need by analyzing student achievement data in the aggregate and disaggregated by gender, ethnicity, English language proficiency, attendance, and other variables. The Principal will prepare reports about student achievement with user-friendly charts, graphs and tables to illustrate performance of student subgroups and students overall. The Principal will present his or her analysis of the data but will also allow time for teachers to analyze and present their observations. Together, they will then establish priorities and develop corrective plans. Corrective plans will detail the actions needed to address prioritized needs, including, if needed, any staffing recommendations or other resources needed to support those actions. The consensus-building process is important so that teachers’ professional judgments help shape the improvement strategy and so teachers and administrators make a mutual commitment to follow through. Because the Principal is ultimately accountable for continuous improvement of student achievement, he or she will authorize corrective plans, except where proposed actions or resources constitute a policy-level shift or a revision to the budget. Corrective plans proposing major changes will be sent to the Ednovate President and CEO and Board of Directors for consideration. This process will occur formally on an annual basis when STAR data becomes available and informally on a quarterly basis as end-of-term school-level assessment, attendance, and productivity data becomes available.

The Principal will provide the Ednovate President and CEO and the Board of Directors and, upon request, the Los Angeles Unified School District Board of Education, with a detailed report on student achievement that forms the basis of the annual school improvement process. The report will include aggregated and disaggregated results of STAR tests, school-level assessments, and other student data. Particular attention will also be given to individual students’ academic and social growth over time. The Principal will present the prioritized needs and corrective actions to the Ednovate
President and together, a proposal to the Board will be formulated. The Principal will also provide the Ednovate President and the Board with the School Accountability Report Card, as soon as it is available. The Board of Directors will review all reports and request additional information as needed and will respond to the Ednovate President and Principal with any observations and findings. The Board will generally defer to the President’s and Principal’s judgment about priorities and corrective actions needed, though they are advised to consider seriously the expertise and experience of Board Directors in receiving their observations and findings. An analysis of the Principal’s handling of the educational program, grounded in available student performance data and other evidence, is a major part of the Principal’s performance evaluation. Ultimately, the Board of Directors may release the Principal from his or her position if his or her performance in this area is found to jeopardize the educational progress of USC Hybrid High School students.

USC Hybrid High School will place students into courses and interventions based on assessment data and demonstrated ability. For example, USC Hybrid High School may exercise discretion to place a student with low skills in a higher level class if that student has demonstrated that he or she will work diligently and proactively seek and receive the assistance he or she needs to succeed in a “reach” course. Teachers will be trained in how to monitor data from ongoing assessments to adjust support and intervention plans or student schedules to meet students’ needs. For example, if a student is having trouble managing the full course load, the advisor might reduce the student’s course load by putting a course on hold and resume it at a later date.

The school will use a software tool to monitor and analyze student data performance using multiple data points. A variety of software tools have been designed for use by small school districts and thus are appropriately user-friendly and affordable. It is Ednovate’s responsibility to find, evaluate, modify, and provide the data monitoring system to the school, along with the necessary professional development to make the best use of the system. These tools will evolve with experience gained and with advances in the state of the art. In addition, this software tool will allow the Student Services Coordinator to monitor the effectiveness of interventions. This will happen school-wide at the end of each term.

Further, the school’s leadership will use an action research model to develop a culture of data-based reflection among students and teachers. Action research refers to a cycle of examining instruction, forming a hypothesis about how a specific practice is working, gathering data to test the hypothesis, analyzing the data to form a conclusion, making adjustments to instruction based on the conclusion and beginning the process again. Action research will likely coincide with end-of-term reflections, though this is a practice that will be developed overtime. Allowing reasonable time for implementation, the Principal will include teachers’ engagement in action research in their annual evaluations.

Additionally, the school will provide professional development and ongoing support to assist teachers in developing artful use of formative assessments to adjust instructional strategies, support strategies, interventions, and scheduling to best meet students’ individual needs as they change. This is the practice USC Hybrid High School envisions occurring regularly throughout the school.

*CDE Standardized Testing and Reporting (STAR)*

USC Hybrid High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If USC Hybrid High School does not test (i.e., STAR, CELDT, CAHSEE) with the District, USC Hybrid High School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as USC Hybrid High School.
ELEMENT 4 - GOVERNANCE

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

LAUSD Required Governance Language

*Affirmations

- USC Hybrid High School and Ednovate are separate legal entities and will be solely responsible for the debts and obligations of USC Hybrid High School.
- USC Hybrid High School will comply with the Brown Act.
- Members of USC Hybrid High School’s executive Board, any administrators, managers, or employees, and any other committees of USC Hybrid High School and Ednovate shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.
- The District (LAUSD) reserves the right to appoint a single representative to the charter school Board pursuant to Education Code § 47604(b).

*Grievance Procedure for Students and Parents

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

Hybrid High will adopt and publish a Title IX Policy with 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.

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

*LAUSD Charter Policy

USC Hybrid High School will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

*Responding to Inquires

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

*Notifications*

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Hybrid High.

**Amendments**

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

**Type of Charter**

**District/County Relationships with the Charter School**

USC Hybrid High School will be a direct funded, independent charter school that operates independently from Los Angeles Unified School District. The affairs of USC Hybrid High School will be managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of its public nonprofit benefit corporation, Ednovate, Inc. As such, the non-profit Ednovate, Inc. will be solely responsible for the debts and obligations of USC Hybrid High School and will act in accordance with the Brown Act.

LAUSD will serve as Hybrid High’s authorizing agency and will provide the necessary support that is required by law and conduct oversight. LAUSD will reserve the right to appoint a single, non-voting representative to the charter school Board pursuant to Education Code section 47604(b). The LAUSD representative will facilitate communications and mutual understanding between Ednovate and LAUSD. The School will operate according to the charter petition, an established set of Articles of Incorporation, and Bylaws, each of which is included in the Appendices behind tabs Articles of Incorporation and By-Laws.

Ednovate and/or USC Hybrid High School shall respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and/or Los Angeles County Board of Education, during any business day upon request or within 24 hours.

**Operation of Charter**

**Ednovate, Inc.**

The founders of USC Hybrid High School created a public nonprofit benefit corporation, Ednovate, Inc., which was incorporated on June 7, 2011. Ednovate, Inc., which will operate as an independent 501(c)(3) non-profit organization, will provide services to the first and any subsequent Hybrid Highs, including:

- Leading programmatic design
- Establishing policies and operating procedures
- Managing project and school finances
- Raising philanthropic and research funds
• Petition writing and managing the authorization process
• Developing the program’s integrated data platform and managing its technology infrastructure
• Developing and piloting specialized curriculum
• Developing and delivering professional development for the school’s staff
• Supporting independent, 3rd-party evaluations of the project.

**Business and Operations Management**

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

**Articles of Incorporation and By-laws**

Ednovate, Inc. was established as a 501(c)(3) organization to govern and manage the development and oversight of the charter school. Ednovate’s Articles of Incorporation and By-Laws are included in the Appendices of this petition under the Articles of Incorporation tab and the By-Laws tab.

**School Governance Structure**

**Introduction**

Establishing the founding Board is frequently cited as one of the most important steps that can be taken to assure a charter school’s or charter management organization’s future success. Board members will be sought who share a commitment to the USC Hybrid High School project’s vision and mission and who truly believe that all children can achieve at the highest level of excellence regardless of their circumstances. They must have adequate time to participate meaningfully in their Board responsibilities (6-10 hours/month), and they must have a passion for finding entrepreneurial means for improving the nation’s educational system.

The Ednovate Board of Directors is the governing, policy-making body of USC Hybrid High School. Members of the Board will make decisions on matters relating to the operation of USC Hybrid High School and any future schools developed through the project. The Board advocates the project’s mission and provides expert guidance to the organization in law, real estate, financial management, governance, marketing, fund raising, community organizing, strategic planning, charter school operations, and student learning.

**Governing Board Meeting Schedule**

The Ednovate Board will meet quarterly every year, but will meet on an as needed basis with the required advanced notice. It is anticipated that the Board may meet as frequently as monthly, particularly in the first year. The Board’s next four quarterly meetings will be held on the following dates:

- December 2, 2011
- March 2, 2012
- June 1, 2012 (Annual Meeting)
These meetings will be held at 8:00AM to 10:00AM in a publicly accessible location on the University Park campus of the University of Southern California. As indicated special meetings are occasionally held for specific purposes and are always announced in advance.

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

**Board Selection Process**

Board Directors should have a firm belief in the philosophy on which the USC Hybrid High School is based and must be committed to advancing the mission. Directors shall be fully committed to the charter school concept. The purpose of the Board of Directors is to direct, not manage, the school. Board members must be able to insure that the USC Hybrid High School vision is carried out, foster relationships with staff and the school community, and oversee the budget.

Ednovate seeks to expand its Board through recruitment of Directors with development experience and who are reflective of the larger community. Moving forward, the School’s Board will maintain no fewer than 5 and no more than 15 voting positions at any time. USC employees on the Board will represent no less than thirty-three and one third percent (33 1/3 %) and no greater than forty-nine percent (49%) of the Board at any time. Except for the founding members, Directors are elected for two-year terms and may renew their term or remain in office until a successor member has been designated. The terms of the initial Board Directors will either be one or two years, assigned in such a way to be sure that there are always experienced members on the Board to provide continuity in future years. Candidates for each seat on the incoming Board will be nominated by any Board member and will be filled by a vote of current members, except in the following case:

Pursuant to Education Code 47604, an LAUSD representative will serve as a non-voting member of the Board. This non-voting member will be an ex-officio member and will facilitate communications and mutual understanding between USC Hybrid High School and LAUSD.

**Qualifications of a Board Member**

- Agree with the mission and vision of the school
- Agree with the educational philosophy, discipline policy and administrative structure of USC Hybrid High
- Agree to comply with the Brown Act.
- Show support and encouragement for the school
- Prior Board experience is helpful
- Place a high value on professionalism
- Motivation for serving on the Board shall be to help guarantee the educational success of students
Board Director Duties

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

- Attend regular meetings and be accessible for personal contact in between Board meetings
- Provide leadership to Board committees that are established, as appropriate
- Commit time to developing financial resources for the USC HHS. This includes making a personally meaningful financial gift and/or supporting other fund development activities of the school in a manner appropriate for Board Directors
- Responsibly review and act upon committee recommendations brought to the Board for action
- Prepare in advance for decision-making and policy formation at Board meetings; take responsibility for self-education on the major issues before the Board
- Attend Board trainings and retreats to develop expertise in charter schools law, governance, finance, accountability, and other topics pertinent to sound charter school stewardship
- Annually attend a Board Visit Day. During this time, Directors will visit classrooms, talk with the staff, and become familiar with current school concerns
- All Board Directors should be the best public relations representatives the school has
- Participate in the Board of Directors self-review process and set annual goals accordingly
- In general, utilize personal and professional skills, relationships, and knowledge for the advancement of the USC Hybrid High School
- Sit on at least one Board Committee.

Board Director Expectations

Expectations include a professional demeanor at all Board meetings. Issues being discussed shall not be personalized and directed toward any other Board member, staff member, parent, or anyone else. Confidentiality is expected in all situations. Board members shall respect and listen to ideas being presented by other Board members.

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

Board members shall exemplify integrity, honesty, and respect. A dedication and commitment to the vision of USC Hybrid High and the charter school movement shall be top priority for any Board member. Any Board member finding him- or herself involved in an irresolvable conflict shall put the vision of the school first and step down from the Board.

Board members shall abide by the open meetings law [C.R.S. 24-6-401 through 402]. The open meetings law states that Board members discussing Board business, policy, actions, resolutions, etc. with anyone else on the Board, except at regularly scheduled meetings, is illegal. "Meeting" with another Board member is defined as communication through person, telephone, or any other means. Confidentiality law is also outlined in this section of the statute. Personnel matters, individual students, and negotiations are confidential by law.
Governing Board Operational Policies and Procedures

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

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings in a location open to the public 24 hours a day so that the public is made aware and able to plan their attendance if they are interested. The meeting minutes are recorded and are made public. Once the site is acquired, meeting notices and agendas will be posted and meeting minutes will be available on the school site outside the school’s front entrance, before the school office opens, and at Ednovate’s corporate headquarters. Meeting notices will also be posted outside the school’s front entrance if the 72 hours falls on weekend days to ensure appropriate public visibility. Any person who files a written request with the school’s office manager at least one week in advance of the meeting shall be mailed a notice. The Board will hold an annual meeting and will meet at least four times a year. In the first year of the school’s operation, the Board may meet each month to ensure active oversight as the school’s policies and procedures are being developed, implemented and refined. Board meetings will be held with sufficient frequency to ensure a level of oversight appropriate to the school’s successful and sustainable functioning.

The Board of Directors shall make decisions by vote. In the event of a tie vote, the Board Chair shall make the decision. If the Board Chair is not present or is not eligible to participate in a particular vote, the Vice Chair shall make the decision. If the Vice Chair is not present or is not eligible to participate in a particular vote, the Secretary/Treasurer shall make the decision.

Annual Board Self-Evaluation

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

Governance Committees

Board Committees

The Board, by resolution adopted by a majority of the voting Directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more Directors and a number of persons who are not Directors, to serve at the direction of the Board. Appointments to committees of the Board shall be by majority vote of the voting Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting.

- **Curriculum and Instruction:** The Curriculum and Instruction Committee advises the Board on issues pertaining to student achievement, including curriculum, instruction, assessment, instructional staffing, supplemental educational services, and school culture.
- **Finance and Facilities:** The Treasurer is an ex-officio member of this committee. The Finance and Facilities Committee advises the Board on issues pertaining to financial
management and facilities, including budgeting, ongoing financial monitoring, audits, school compliance and short and long term facilities management and planning.

- **Fundraising and Board Development:** The Fundraising and Board Development Committee advises the Board on strategies for fundraising and recruiting Board members capable of contributing funds or expertise to further the mission of the school.

- **The Personnel Committee:** Includes the Principal and other school-based staff. The Personnel Committee advises the Board on desired changes in staff positions at the school, on hiring decisions (when conducting teacher interviews, will typically include up to two parent representatives to be selected by the Parent Involvement Committee), on supporting staff to achieve greater job satisfaction and higher levels of performance, and on evaluating and terminating employees. The Personnel Committee will not discuss any issues in which employee confidentiality is demanded by law, by prudent judgment or by the employee himself/herself. This unusually high level of staff participation in personnel decisions has been key to achieving staff cohesion and avoiding staff-management disputes in many schools. The Personnel Committee participates in interviews for all school-based positions and makes recommendations to the Board. The Ednovate Board has the final authority to approve all personnel.

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

### School-Based Committees

School-Based Committees provide a mechanism for stakeholder groups to participate in school governance and provide input and feedback to the Principal, Ednovate, and the Board. The intended result of establishing school-based committees is to create a supportive, professional culture that promotes the continuous improvement in an atmosphere of collegiality, trust, and shared mission, serving all of the students in the school.

- **School Advisory Committees:** USC Hybrid High School will operate three advisory committees that involve all stakeholder groups to facilitate a collaborative decision-making process. The committees include the School Site Advisory Committee (SSAC), the Compensatory Education Advisory Committee (CEAC), and the English Learner Advisory Committee (ELAC). The chairpersons of the ELAC and CEAC committees will also serve on the School Site Advisory Committee. The CEAC and the ELAC will make recommendations to the School Site Advisory Committee. Recommendations and decisions of the School Site Advisory Committee are subject to the final approval of the Board. The scope of issues to be addressed by the advisory committees shall include but not be limited to the following issues:
  - Student academic performance
  - Curriculum and instruction
  - Categorical and supplemental programs
  - Student uniforms, food, transportation, and other operational issues
  - School safety
  - School events
  - Parent education and involvement.

- **Staff committees:** Staff committees will assist the Principal in carrying out administrative decision-making. It is expected that all instructional staff will serve on at least one committee. Staff committees may include Education Program, School Culture, Professional Development, and others as the Principal and/or instructional staff deem
appropriate. The administration will give strong consideration to proposals generated by committees and vetted by the full staff.

- **Parent Involvement Committee (PIC):** The PIC will provide an ongoing opportunity for two-way communication and participatory decision-making between parent constituents and the school, including formal processes for parents to initiate desired activities, plan events or provide formal input to the school’s leadership. The Student Services Coordinator will establish the PIC initially, but parents will be supported with training and encouraged to take over meeting facilitation so that it is truly parent run. Hybrid High staff will provide logistical support to ensure that communication about PIC meetings and processes reach all parents in a timely fashion.

**Organizational Chart**

The chart below outlines Hybrid High’s organizational structure and the reporting structure for leadership and staff.
**Current Composition of the Ednovate, Inc. Board of Directors**

Ednovate’s Board of Directors is presently composed of five (5) voting members, two (2) members representing the University of Southern California and three (3) members from the community at large. The current Board members are:

1. **Karen S. Gallagher, Ph.D.**, the Emery Stoops and Joyce King Stoops Dean of Education at USC’s Rossier School of Education since 2000. During her tenure she has transformed Rossier into a nationally recognized innovative school of education that pursues the mission of strengthening urban education locally, nationally, and globally.

2. **Thomas S. Sayles**, Senior Vice President for University Affairs at USC. In this capacity, he provides strategic direction and leadership for USC’s public relations, outreach and reputation and oversee the university’s civic-engagement and government-relations enterprise as well as efforts to strengthen USC’s relationships with external stakeholders. Among the many positions held by Mr. Sayles before he joined USC was his tenure as California Secretary of Business, Transportation and Housing and his service to three California governors on Boards and commissions, including the University of California Board of Regents, the California Community Colleges Board of Trustees and the Commission on Building for the 21st Century.

3. **Elliot Sainer**, a leader in the behavioral and education field for over 30 years, Elliot Sainer, as the Founder and CEO of Aspen Education Group led the growth of the company from its inception in 1998 into what has become both the nation’s leading therapeutic education company. He was recognized in 2007 as the Entrepreneur of the Year for the Los Angeles area for consumer services, and was one of four finalists for the National Entrepreneur of the Year Award in 2007.

4. **David Rattray**, Senior Vice President of Education & Workforce Development at the Los Angeles Area Chamber of Commerce. David Rattray oversees the Education and Workforce Development department at the Chamber and UNITE-LA, the School-to-Career Partnership of Los Angeles. Rattray officially joined the Chamber in 2003 after being a strategic partner for several years. Since 1998, he has led UNITE-LA in building business and educational partnerships toward a goal of improving the academic achievement and enthusiasm for learning for all Los Angeles students. Rattray serves on the L.A. City Workforce Investment Board and Youth Council and is vice chair of the State Workforce Investment Board's Lifelong Learning Committee.

5. **Gisselle Acevedo**, President and CEO of Para Los Niños. Before joining Para Los Niños, she served as President and GM of the Los Angeles edition of Hoy, the Spanish language newspaper owned by the Tribune Company. She was VP for Public Affairs at the the Los Angeles Times and President of the Los Angeles Times Foundation. She also served as executive director of corporate communications and public affairs for AT&T Broadband and as director of Government Relations and Public Affairs for the Metropolitan Transit Authority. She began her career as an elementary teacher and received a master’s degree in education. She attended law school and as an attorney was a Client’s Rights Advocate representing people with developmental disabilities and mental illness. She has won many awards and serves on the boards of the John F. Kenedy School of Government, Farmers Insurance Company, and the Los Angeles Area Chamber of Commerce. She is a Regent Emeritus at Loyola Marymount University.
The current officers of the Ednovate, Inc. Board of Directors are:

- **Chair**: Dean Karen S. Gallagher, Ph.D., the Emery Stoops and Joyce King Stoops Dean of Education at USC’s Rossier School of Education
- **Vice Chair**: Thomas S. Sayles, Senior Vice President, University Relations, University of Southern California
- **Secretary/Treasurer**: Elliot Sainer, a leader in the behavioral and education field for over 30 years and retired founder and CEO of the Aspen Education Group

All current Directors, including officers, are voting members of the Board. The office of Board Chair Person will not be filled by any contracted staff member of USC Hybrid High School.

Resumes and the required and completed questionnaires for Ednovate Board Members are included in the Appendices of this petition behind the **Board Members** tab.

The Board will be assisted by the staff of Ednovate, Inc., including its Founder, President and CEO, David Dwyer, Ph.D., who has served the interests of public K-12 education as a middle and high school science teacher, researcher, and developer of educational technologies and implementation strategies. In addition the program will be advised by Co-founders Guilbert Hentschke, Ph.D., who has researched, published, and taught in the area of school administration and who served as Dean of USC’s Rossier School of Education from 1988 to 2000 and Priscilla Wohlstetter, Ph.D., Director of the Center for Educational Governance, who is a recognized leader, researcher, and expert publisher on educational policy and governance for charter schools.

**Compliance with the Ralph M. Brown Act**

Hybrid High and its governing Board and all committees will comply with the Brown Act, including for teleconferences, and will operate in accordance with the charter petition, its Bylaws, and Articles of Incorporation which were established by the Board of Directors.

**Parental Involvement in Governance**

Parents will provide important input and feedback on the governance and operation of USC Hybrid High School both informally and formally. Parents will have the opportunity to participate in school governance through the advisory committee structure as an active, voting member or through regular attendance at advisory committee meetings. Parents will also be encouraged to:

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

Formal methods include the following:

- Serving on an advisory committee
- Participating in parent votes, through parent meetings or mail-in / hand-in ballots
- Participating in an annual USC Hybrid High School parent colloquium.
All formal methods will be actively promoted and facilitated by Hybrid High staff and the Parent Advisory Committee. School-wide parent meetings will be held at least four times a year. At least twice a year, the school will conduct a process to surface and address questions and concerns of the parents. Concerns not resolved to parents’ satisfaction will be pursued through additional meetings between the Principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the Principal or administrative designee and the parent(s) may present information.

**Parent Involvement Facilitator**

To facilitate parent involvement, the Hybrid High Student Services Coordinator will promote an active and constructive Parent Advisory Committee and other interactions with parents by conducting training and providing support to volunteers; conducting outreach to prospective families and registering new students; acting as a liaison between parents and staff; facilitating parents’ inclusion in democratic decision making and school governance, and working with delegated staff to produce regular newsletters to families. The coordinator will also collaborate with outside agencies to provide additional services and support to students and families. The chair of the Parent Advisory Committee will work with the Principal and the Student Services Coordinator to ensure that the school best represents the interests of the community prior to its opening and as the school grows.

**Parent Communication**

Hybrid High will communicate with parents about student progress on an ongoing basis as parents interact with teachers, counselors and administrators informally and by request, and using web-based technology, as it becomes feasible to implement at the school. Additionally, Hybrid High will hold parent-student teacher conferences that will be increasingly student-led and will issue report cards at least two times per school year. The school will send annual reports to stakeholders. Hybrid High will mail a newsletter to families on a regular basis. Hybrid High will develop policies to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

**Parental Involvement to Promote Academic Achievement**

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

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

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

- Work with their student(s) at home with homework, projects, to the fullest extent possible
- Maintain communication with the teacher and staff, with a problem-solving outlook
- Ensure that their child attends school consistently and on time
- Enforce the school code of conduct with their child (i.e. wearing the uniform)
- Enroll their child in academic enrichment programs (after school programs, Saturday classes, etc.), if the school deems it necessary
- Attend at least two parent academies during the school year
- Volunteer at the school (assisting in the classroom, serving meals for free and reduced breakfast and lunch program, assisting in the office, attending field trips and other school activities).

Research has found that school-initiated invitations to parents were effective across different income levels – but that low socioeconomic status parents responded best when schools took into account possible barriers to their involvement (e.g., transportation, child care needs, and demanding and inflexible work hours) and were explicit about the most useful role they could play in their children’s school success (Hoover-Dempsey et al., 2005). Hybrid High will work with parents to address barriers to school involvement and to ensure they are involved in their children’s education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. Hybrid High will provide materials in languages other than English (including Spanish and other native languages). Parents will receive ongoing feedback regarding compliance with attendance, homework, and volunteer hour pledges.

**Ethical Practices**

Members of the Charter School’s executive Board, any administrators, managers, or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. The Board has developed a conflict of interest policy, which is included in the Appendices behind the Conflict of Interest Policy tab. Additionally, the Board will ensure full compliance with all applicable conflict of interest provisions so that staff participation in no way jeopardizes ethical and fiscally sound decision-making.

USC Hybrid High School will adhere to the following assurances:

- Hybrid High will be nonsectarian in its programs, admission policies, employment practices, and all other operations
- Hybrid High will not charge tuition
- Hybrid High will not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, disability, or sexual orientation
- Hybrid High will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements
- Hybrid High will not compel a child against his or her will to attend Hybrid High or compel any employee against his or her will to work at Hybrid High
- Admission to Hybrid High shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian
- Hybrid High shall admit all pupils who wish to attend the school
- However, if the number of pupils who wish to attend the School exceeds the school’s capacity, then attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently
attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law

- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand

- 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.

### Audit and Inspection of Records

Hybrid High agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Hybrid High is subject to District oversight
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Hybrid High’s books, records, data, processes, and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- The accuracy, recording and/or reporting of school financial information
- The school’s debt structure
- Governance policies, procedures, and history
- The recording and reporting of attendance data
- The school’s enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements.

Hybrid High shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Hybrid High. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, Hybrid High shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.
Charter Renewal

The proposed term of the charter will be for a period of five years from July 1, 2012 to June 30, 2017. Prior to the expiration of the charter, LAUSD, at its own expense, will contract an independent third-party to perform a school evaluation based upon the measurable goals and terms outlined in this charter. The Charter School must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. At the time the charter renewal is submitted, USC Hybrid High and LAUSD will establish a mutually agreeable timeline to complete the renewal process.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Equal Opportunity and Non-Discrimination Policy

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

Honoring its affiliation with the University of Southern California, USC HHS is committed to adhering to the University’s Equal Opportunity, Affirmative Action and Non-Discrimination Policy, which states:

The University of Southern California is an equal opportunity employer and educator, proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women of every race, creed, and background. The university strives to maintain a community in which each person respects the rights of other people to live, work and learn in peace and dignity, be proud of who and what they are, and to have equal opportunity to realize their full potential as individuals and members of society. To this end, the university places great emphasis on those values and virtues that bind us together as human beings and members of the Trojan Family. The university enthusiastically supports this policy in its entirety, and expects that every person associated with the university will give continuing support to its implementation.

The university is committed to complying with all applicable laws and governmental regulations at every level of government which prohibit discrimination against, or which mandate that special consideration be given to, students and applicants for admission, or faculty, staff and applicants for employment, on the basis of any protected category, including race, color, national origin, ancestry, religion, gender, sexual orientation, age, physical disability, mental disability, marital status, veteran status, genetic information, or any other characteristic which may be specified in such laws and regulations. Gender includes both the actual sex of an individual and that person’s gender identity, appearance or behavior, whether or not that identity, appearance, or behavior is traditionally associated with that person’s sex at birth. This policy applies to all of the university’s educational programs and activities including admissions, and all personnel actions including but not limited to recruiting, hiring, promotion, demotion, compensation, benefits, transfers, layoffs, return from layoff, provision of leaves, training, education, tuition assistance and other programs. In addition, an otherwise qualified individual must not be discriminated against in, or excluded from, admissions, participation in educational programs and activities, or employment solely due to his or her disability. The university seeks compliance with all statutes prohibiting discrimination in education, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 which respectively prohibit discrimination. This good faith effort to comply is made even when such
laws and regulations conflict with each other. The university will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship.

**Job Descriptions and Qualifications**

USC Hybrid High School will seek to hire staff with a commitment to the mission and vision of the school. Hybrid High will select a group of professionals that shares the educational philosophy of the school and is committed to the education of all children. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries will be based on the job duties and work basis as outlined in the charter. Hybrid High will set salary and benefit levels to create a compensation package similar to that being offered by LAUSD and nearby school districts for many positions, though some positions are unlike what other districts offer and therefore may have non-standard compensation levels. For example, online instructors will be paid at a lower salary rate than onsite teachers, but these salary rates are competitive with online instructors in K-12 programs. For many teachers, including retired teachers, those on maternity leave, and others seeking part-time teaching work, contracting to teach online classes may provide the professional flexibility they seek. Additional salary increases and bonus compensation may be provided to individual employees who work outside their contractual obligations. To attract and retain a highly qualified instructional staff, USC HHS may offer some candidates higher compensation in high-demand areas.

**President and CEO, Ednovate, Inc.**

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

**Leadership.** The President and CEO represents the organization to its community and constituency through written articles and presentations at local, state, national, and international meetings and conferences. The President and CEO builds and sustains a fundraising network using personal contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs. He/she is responsible for strategic alignment of the USC Hybrid High program with other USC and USC affiliated programs. He/she is responsible to identify opportunities for mergers and acquisitions that forward the program’s mission.

**Management.** The president and CEO develops operating policies and oversees Ednovate’s operations to insure operational efficiency, quality, and cost-effectiveness. He/she is responsible for developing the organization’s management team, recruiting, and hiring/firing employees. He/she is responsible for the evaluation and professional development of senior personnel and executive staff, and the Principals of the first and future Hybrid High Schools. The President and CEO reviews activity reports and financial statements to determine progress and status in attaining objectives and revises objectives and plans in accordance with evolving conditions. He/she directs and manages the activities of Board committees. He/she presents company reports at quarterly and Annual Board of Director meetings and completes other duties as assigned by the Board of Directors.
Research and Development. The President and CEO leads the executive and school management teams to identify and create research, evaluation, and development programs and collaborations that are necessary to the successful implementation and expansion of the USC Hybrid High Program, particularly those that create unique value for Ednovate and are beneficial to the first and any future Hybrid Highs. He/she oversees the writing of research, evaluation, and development proposals to assure alignment with Ednovate and USC Hybrid High School mission and goals.

The President and CEO’s qualifications include:

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

Principal

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

- Overseeing the daily operations of the school
- Creating and maintaining a supportive environment that helps students and staff feel safe and reach their full potential
- Leading a school Advisory Group
- Hiring, supporting, evaluating and terminating all staff, working with staff supervisors
- Reporting on school performance to the CEO and the governing Board, the charter authorizer, and funders
- Supporting teachers in instruction to implement the school’s vision and realize the school’s mission
- Facilitating participatory decision making involving all stakeholders
- Preparing credentialing paperwork and monitor processing
- Organizing and leading teacher workshops and in-service
- Organizing teacher common planning time
- Acting as liaison to external partners
- Representing the school at meetings/forums
- Assisting in writing grants, facilitating fundraising, and/or obtaining loans.
Qualifications for the position of Principal include:

- Organizational management experience with human and financial resources, including employees and volunteers, budgeting and fiscal management, and compliance procedures
- Leadership, supervision, and staff development experience
- Teaching experience in an urban educational setting
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, funders, and community stakeholders
- Proficiency with computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and digital media
- Advanced degree, preferably in education and with an administrative credential
- Spanish bilingual skills preferred.
- In-depth understanding of and commitment to the School’s vision and mission.

**Student Services Coordinator**

The Student Services Coordinator will be selected by the Principal and personnel committee on an application and interview basis in consultation with the CEO of Ednovate. A Student Services Coordinator provides guidance and support to all students, oversees parent engagement programs, and coordinates the school’s community outreach and partnership programs.

Student Services Coordinator responsibilities include, but are not limited to:

- Leading a school Advisory Group
- Working with staff to implement an advisory program for students that maintains an environment in which staff and students feel safe and can reach their full potential
- Conducting all duties in a manner consistent with the mission of the school, grounded in principles of kindness, respect and democracy
- Participating in the hiring, oversight and evaluation of any paid supervisors and act as a liaison with Directors of university programs that may provide interns seeking various certifications and who extend and benefit HHS services
- Participating in intervention, SSTs, Section 504 and IEP meetings and implementing plans as needed
- Conducting outreach to prospective families and registering new students in the school
- Acting as liaison between parents and other school staff, advocating for students, and seeking amenable solutions to problems that arise
- Working with parents to raise awareness of effective parenting behaviors and of the school’s philosophy and approach
- Facilitating parents’ inclusion in participatory decision making and school governance, especially via the Parents Advisory Committee
- Working with designated staff to refine student and parent handbooks and school policies
- Working with designated staff to produce a regular newsletter to families
- Maintaining strong relationships with students, parents, and staff
- Problem solving and using effective communication with students, parents, and staff
- Collaborating with outside agencies to provide additional supports to students
• Continually developing skills to realize the school’s mission and vision
• Chairing or sitting on at least one Board or staff committee
• Strong bi-lingual skills preferred.

Job qualifications for the Student Services Coordinator include:

• Bachelors degree in School Counseling, Social Work, or related field; Masters preferred
• Credential authorizing k-12 service strongly preferred
• Spanish bilingual skills preferred
• Knowledge of school programs
• Competence in human relations
• Strong bi-lingual skills preferred.
• Dedication to the school’s mission and vision
• Ability to manage student behavior – both individual and group – in a manner consistent with the school’s philosophy
• Evidence of strong interpersonal skills, with evidence of effective personnel management preferred
• Prior experience with urban school parent /community engagement and community outreach.

**Intervention Coordinator**

The Intervention Coordinator will play a critical role in ensuring that all students become proficient in reading and general mathematics, particularly those who are designated low-achieving. A strong, research-based, comprehensive intervention program is one of the key elements that will enable students to reach these goals. A cornerstone of the school’s math and literacy program and its success will be its Intervention Coordinator, who will have responsibilities that span teaching, curriculum development, program design, coordination, evaluation; and professional development.

The Intervention Coordinator will be selected by the Principal, Personnel Committee, and the Ednovate CEO and will oversee Title I and Bilingual programs at USC HHS and will work closely with the Principal and designated staff to plan, implement, and monitor intervention and categorical programs. In addition, the Intervention Coordinator will work with the Principal, designated staff, and outside coaches to ensure that the school has a high-quality data-driven professional development program. Tasks include working on the overall design of the staff development plan, coordinating and facilitating staff training, and program evaluation.

The Intervention Coordinator’s job responsibilities may include, but are not limited to the following:

• Leading a school Advisory Group
• Designing and guiding the implementation of the school wide intervention programs in English Language Arts and Mathematics
• Coaching teachers in the effective implementation of school wide literacy and learning strategies, focused on low-achieving students
• Coaching teachers based on their use of these strategies
- Designing and coordinating on-going assessment, including: collection and analysis of student achievement data in the area of literacy, leading teachers and staff in the analysis of student performance on external and internal formative and summative assessments, evolving curriculum and pedagogic practice based on student performance
- Working with the Principal and designated staff to design, implement and manage the school’s Title I and ELD programs, including CELDT testing
- Assisting in the monitoring of educational progress of all students.

The qualifications for this position include:

- Minimum of three years of demonstrated effective classroom instruction with low-achieving and EL students
- A high level of knowledge regarding research-based instructional practice in literacy and ELD
- Record of success in leading professional development activities, including training, coaching staff through observation, feedback, and modeling effective practice
- CLAD (or B-CLAD) or equivalent credential for instructing English Learners
- Reading Specialist credential preferred
- Excellent program design and management skills
- Strong facilitation and presentation skills, and an understanding of the link between literacy and the achievement gap and how to explain it to staff
- Strong data collecting and analysis skills
- Advanced degree in education preferred
- Spanish bilingual skills preferred.

**Teachers**

Teachers will be selected by the Personnel Committee, Principal, and Ednovate CEO on an application and interview basis in consultation with parents, students and other staff members. Selection of teachers will be based on their skill with student-centric pedagogy, references, their degree of subject matter expertise, and their ability to demonstrate exceptional classroom practice. Teachers will be highly qualified under the provisions of NCLB.

Teacher’s job responsibilities include:

- Leading a school Advisory Group
- Helping to evaluate, develop, and implement a quality, enriched curriculum that is aligned with the California State Standards (and/or Common Core Standards as they evolve) in all core content areas
- Providing continual assessment of student progress and maintaining records
- Continually evaluating instructional performance to meet the needs of the students
- Providing an effective environment that reflects and facilitates the academic program
- Delivering socio-emotional curriculum to students in advisory settings
- Providing peer assistance to fellow teachers
- Continuing to work on professional growth
- Routinely utilizing instructional technology and optimizing its instructional value
- Actively striving for continuous and open communication with parents and community members
- Maintaining regular, punctual attendance.

Qualifications for a teaching position include:

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

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

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

**Other Certificated Staff**

Hybrid High plans to contract with Kelly Educational Staffing or Teachers on Reserve for substitute teachers. Hybrid High will only contract with qualified substitute teachers who do meet the CA state requirements for substitute teachers. Hybrid High shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

**Classified Staff**

The Personnel Committee will select classified and other personnel on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on the ability to perform the job duties for that position. Classified personnel will perform duties suitable for their job positions. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.
Office Manager

The Office Manager will be selected by the Principal and Personnel Committee on an application and interview basis and approved by the CEO. Selection will be based on the ability to perform the job duties for that position. The Office manager performs and is responsible for all of the clerical functions of the school office and, along with the Principal, will manage and supervise any additional clerical office staff. Office Manager duties will include, but not be limited to:

- Providing on-site financial management, including recording financial transactions in instructional material, petty-cash, and student body accounts and maintaining account balances
- Preparing time reports for payroll purposes and making adjustments as necessary
- Contacting custodial and maintenance personnel regarding requests for service or repair to equipment or facilities
- Ordering supplies, equipment, and textbooks and completing subscription requests
- Synthesizing information and completing and preparing regular and special reports on such matters as attendance, budgeting, accidents, and special programs
- Developing methods and forms to record attendance, enrollment, withdrawals, and other data
- Reviewing communications, bulletins, and reports and obtaining information from other sources as requested by the Principal in order to advise on necessary actions
- Completing necessary forms for student enrollment and withdrawals and contacting students' home schools to obtain cumulative and other records
- Obtaining and imparting information in personal and telephone contacts relative to student enrollment and attendance, school activities, and school and Board policies and regulations, and obtaining and releasing confidential student information at the direction of certificated personnel
- Performing secretarial duties for the Principal, maintaining a calendar, arranging meetings, receiving visitors, screening mail, composing letters from general instructions or rough notes, and obtaining or giving out information on behalf of the Principal
- Establishing and maintaining various files and records, including student attendance and cumulative records, work permits, financial accounts, supplies and equipment inventories, and correspondence
- Processing and distributing paperwork related to Food Services
- Orienting new teachers, volunteers, and aides to school policies and procedures and issuing materials such as bulletins, programs, and keys
- Providing minor first aid and arranging for the care of ill or injured students
- Coordinating and assisting in arrangements for school and community activities
- Issuing receiving, and processing student applications for work permits
- Supervising part-time student helpers and lower-level classified personnel as assigned
- Performing related duties as assigned.

Qualifications for the Office Manager

- Two or 4-year college degree preferred
- Good oral and written communication skills
- Office management experience
- Knowledge and experience with basic duties required for the position
- Ability to learn assigned tasks and to acquire new skills
- Ability to operate equipment related to job description in a safe manner
- Proficiency in computer skills
- Self-initiative in handling daily tasks and project management
- Ability to administer first aid as required
- Ability to recognize a problem and to seek an effective solution
- Spanish bilingual skills preferred.

**Office Personnel**

Office Personnel will be selected by the Principal and Personnel Committee on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Preparing a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software
- Compiling, interpreting, and coding data from various sources; entering data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and preparing related reports.
- Checking forms and records for completeness and accuracy
- Maintaining files, records, and other information
- Responding to employee/public inquiries by telephone and in person to provide or request information
- Ordering, receiving, and distributing office supplies
- Receiving, sorting, and distributing incoming and outgoing correspondence
- Operating a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc.
- Preparing, modifying, and updating simple spreadsheets
- May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records
- May assist in orienting and training new employees and/or student workers in office procedures
- Providing bilingual translation and communication with parents and community
- Performing related duties as assigned.

Office Personnel qualifications include:

- High school diploma; two years of college preferred
- Good communication skills, orally and in writing
- Clerical experience
- Knowledge of basic duties required for the position
- Ability to learn assigned tasks and to acquire new skills
- Ability to operate equipment related to job description in a safe manner
- Proficiency in computer skills
- Self-initiative in handling daily tasks and project management
- Ability to administer first aid as required
- Ability to recognize a problem and to seek an effective solution
- Spanish bilingual skills preferred.

**Instructional Aides**

Instructional aides will be selected by the Principal and Personnel Committee on an application and interview basis in consultation with parents and other staff members. Hybrid High plans to employ at least one NCLB qualified instructional aide per instructional space to provide between 90-120 minutes of assistance daily to each teacher. Aides will assist with the differentiation of instruction by working with individual students and small groups, by assessing students on particular skill and content standards, and by preteaching and reteaching as appropriate. Aides may also provide primary language support in the student’s native language and assist in communication with their families.

Instructional Aides will assist a teacher or other certificated employee in the school by performing some of the following duties in order to introduce subject matter to students:

- Presenting educational information to students in a specialty area of expertise
- Providing primary language support for students
- Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or an area requiring special skills
- Demonstrating methods, procedures, techniques, and uses of materials, tools, and equipment to students
- Providing explanation to students regarding assigned computer activities
- Arranging and conducting educational visits related to instructional activities
- Assisting in group activities related to physical education, music and other arts, and other subjects
- Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, science, etc.
- Correcting student papers and/or advising students regarding improvement of work products.

All instructional aides who provide instructional assistance are required to pass a basic Proficiency Test and possess a high school diploma or General Education Development (GED) and one of the following:

- Completed two years of study (60 semester units or 90 quarter units) at an institution of higher education
- Obtained an associate’s (or higher) degree from a recognized college or university
• Enrolled in good standing at a community college or university AND meet a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

In addition to the above requirements, the job qualifications of an instructional aide include:

• Previous classroom experience or relevant experience with ages of children served
• Associate’s degree, two years of college or passage of NCLB competency exam (if facilitating academic instruction)
• Fluency in English and Spanish (or other language spoken by students) preferred
• Meeting other requirements of No Child Left Behind.

**Maintenance and Operations Workers**

The Principal and Personnel Committee, on an application and interview basis, will select Maintenance and Operations Workers. Hybrid High plans to employ at least two Maintenance and Operations Workers to maintain buildings and grounds in a clean, sanitary, and safe condition, assist in providing security for buildings and grounds by patrolling school corridors, rest rooms, and other campus locations in order to prevent unsafe activities, and assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on the school campus at the direction of a school administrator or teacher. The duties of the Maintenance and Operations Workers include but are not limited to:

• Performing a variety of custodial duties as requested by the school office and teachers
• Participates in the opening and closing of facilities, and represents the school to the public in the use of the school as a community center
• Gathering and disposing of rubbish, paper, leaves, and debris, and emptying and washing refuse containers
• Moving and adjusting chairs, desks, tables, other furniture, and equipment and preparing rooms for meetings
• Receiving, checking, and delivering custodial and instructional supplies
• Locking and unlocking doors, gates, windows, transoms, and storerooms
• Keeping records relative to equipment and furniture. Identifying and reporting information regarding vandalism, theft, fire damage, and floods, and identifying, recording, and reporting maintenance needs
• Making minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture
• Assisting in the provision of security for buildings and grounds, contacting the proper authority for assistance as needed, and escorting authorized and unauthorized persons in and from buildings and grounds
• Patrolling school corridors, locker rooms, rest rooms and other campus locations in order to prevent unsafe activities
• Directing students and others and taking action, as necessary, to prevent injury to persons or damage to property
• Working with groups authorized to be on the campus before and after school and help keep the campus free of unauthorized persons.
• Upon request, assisting a certificated employee in supervising students during field trips and special events
• Performing related duties as assigned.

The job qualifications for a Maintenance and Operations worker include:

• Graduation from high school or evidence of equivalent educational proficiency
• At least one year of documented paid experience in providing cleaning services in commercial and/or public facilities
• A valid, California driver’s license.

**Human Resources Policies and Procedures**

**Background Checks**

USC Hybrid High School will perform all the required background checks, including fingerprinting and drug testing according to existing California state law. Prior to the first day of work for every employee, Hybrid High will process all background checks through LiveScan, administered by the Department of Justice.

USC Hybrid High School will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

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

**Hiring/Selection Process**

Ednovate, Inc. and USC Hybrid High will recruit and hire its own staff. Staff members will be recruited through various communication channels, including local newspapers, job posting websites (Teach For America, EdJoin, Coalition of Essential Schools), posting information on the Hybrid High school website, attending career fairs, sending school information to local universities, and through word of mouth.

Hybrid High will review the qualifications of candidates who wish to apply for employment at the school. Teachers who wish to apply for a position will be required to submit a resume, credentials, letters of recommendation, and a statement of teaching philosophy. Individuals applying for classified positions will be required to submit a resume and subsequent employment application. The Principal and Personnel Committee will review all submissions and determine which candidates are best suited for the school based on their qualifications and make their recommendations to the Ednovate CEO for approval. The Personnel Committee will then interview candidates using a standard protocol. Following interviews, the Principal and/or Personnel Committee will contact references, accept letters of recommendation, and notify each person of their status once a decision is finalized by the Ednovate CEO. Candidates who are offered employment will receive a written notice from Ednovate, Inc.
Evaluations
The Principal with the assistance of the Student Services Coordinator will be responsible for evaluations and providing feedback on performance for all Hybrid High employees. The Principal will not wait until major evaluations but will maintain an ongoing dialogue about how each employee performs his or her work. For example, the Principal will visit classrooms and monitor online instruction regularly, for both quick “snapshot” visits and longer stays to keep in touch with teacher performance. Major evaluations will occur twice a year and will address all aspects of each employee’s job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

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

Certificated Staff
The Ednovate Board will work with ExEd to develop and adopt a formal Performance Evaluation for Certificated Employees Policy to guide the evaluation of administrative and teaching staff; however, the fundamentals of intended evaluation procedures are outlined below.

The Principal will be evaluated by the Ednovate CEO on:

- Maintaining a fiscally sound charter school including a balanced budget
- Building a successful school academic program and attaining educational goals
- Developing and maintaining a high level of parental and community involvement.
- Completing required job duties
- Creating and maintaining a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

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

- Effectiveness of instruction as evidenced by student progress on the school’s assessment measures
- Effectiveness of instruction as evaluated by the Principal, through classroom visitations and other indicators of the quality of instruction
- Performance of job duties as specified in the job descriptions
- Knowledge of the school’s curriculum and instructional strategies
- Participation in school activities aligned with the school’s mission and vision.

Classified Staff
Classified staff, including instructional aides, will be evaluated by the Principal, with input from their immediate supervisors when appropriate, based upon completion of assigned job duties and regular, punctual attendance.
Due Process

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

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

Grievance Procedure

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

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

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

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

If the grievance is a complaint of 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.

Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties, corrective action will include a verbal warning, written warnings, and finally:

- One-day suspension without pay
- Five-day suspension without pay
- Dismissal
**Monitoring of Teacher Credentials**

USC Hybrid High School will maintain current copies of all certificated staff credentials. Credentials will be readily available for inspection upon request from LAUSD, parents, or community members. Ednovate and/or USC Hybrid High School will monitor credentials monthly as needed to ensure that every certificated employee has applied for and maintains the appropriate authorization (permit, certificate, credential, waiver, etc.) needed for his/her current assignment.

**No Child Left Behind (NCLB) Staffing Requirements**

All instructional staff at USC Hybrid High School will meet NCLB requirements. In accordance with the provisions of No Child Left Behind, all teachers of core academic subjects will be "Highly Qualified.” Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, and geography. The federal definition of a "Highly Qualified" teacher is one who is:

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

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

- Completed two years of study at an institution of higher education
- Obtained an associate’s (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).
ELEMENT 6 – HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code §47605 9b(5)(F)

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

The School will create a wellness policy to help students and their families make the connection between academic success and nutrition and physical fitness. Hybrid High will encourage healthy diet and exercise through physical activities at school. The School plans to provide parent education about lifestyle choices, including the links between nutrition, exercise, and school-preparedness. Hybrid High will provide healthy lunches and snacks for students.

Hybrid High is currently drafting health and safety policies. Health and safety policies will address the following areas:

- Fingerprinting and Background Checks
- Tuberculin Examinations
- Safe Facilities
- Immunizations/Physical Exams
- Communicable, Contagious, or Infectious Disease Prevention Policy
- Administration of Medications
- Drug-Free and Smoke-Free Environment
- Hazardous Materials
- First Aid, CPR, and Health Screening
- Exposure Control Plan for Blood Borne Pathogens
- Conditions for Classroom and Charter School Visitation
- Technology Safety
- Food Services
- Student Transportation

**Immunizations and Tuberculosis Testing**

All enrolling students and staff will provide records documenting immunizations, as a condition of school attendance, to the extent required for enrollment or employment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall comply with County requirements for periodic Tuberculosis (TB) tests.
Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. 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 will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log 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 will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

Vision, Hearing/Scoliosis

Hybrid High plans to work with a local clinic to provide all students with annual vision, hearing and scoliosis screenings. The Charter School will adhere to Education Code 49450, et seq., as applicable to the grade levels served by the school.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies, monitoring of compliance with those policies and implementation of awareness training.

Criminal Background Checks

Each prospective employee of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. Prospective employees will submit fingerprints to the Department of Justice via LiveScan processing. An employee will not start work until results are received from the Department of Justice and the employee is cleared to begin work.

Emergency Situations

Once a site has been acquired, the school will finalize and maintain a comprehensive Safe School Plan that is tailored to its facility. The Safe School plan shall be in place before school starts and will specifically address and finalize policies and procedures related to areas addressed in the narrative below.

Fire Drills

Fire drills will be held monthly. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their learning space along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a learning space at the time the fire drill signal is given will 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 will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Disaster Drills**

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement that can be heard throughout the school. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the learning space, teachers will 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 will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case 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 will 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 case of disasters other than earthquakes, the administrative staff will contact each learning space, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their learning spaces 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 will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will 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 will 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 will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.
If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their rooms for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**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 will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will 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 will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, staff members designated by the administrative staff will search offices, bathrooms, and all other common areas.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will 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 will 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 will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

**Staff Responsibilities**

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

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

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

Child Abuse Reporting

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

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

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

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

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

*Facilities*

USC Hybrid High School will be located in the vicinity of the University of Southern California. Hybrid High will likely serve students in the central Los Angeles neighborhood using the following borders as a rough guide: south of the 10 Freeway, North of Slauson Blvd, Central Avenue, and West of Western Avenue. The Board has contracted a highly experienced consultant familiar with charter
schools facilities requirements to identify possible sites and assist with lease negotiations and site permitting and development. Hybrid High expects to have identified a site by January 2012, and hopes to sign a lease for the 2012-13 school year shortly thereafter.

Hybrid High will hire its own contractors and delineate the appropriate resources in order to perform the maintenance and operations necessary for its facility. Issues directly affecting the health, welfare, and safety of students, parents and employees of Hybrid High will be addressed immediately. Minor maintenance repairs including janitorial services, general equipment maintenance, light changes, and general repairs, will be addressed by school staff and/or contracted vendors. Licensed and bonded vendors will perform major maintenance issues.

If the School fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless the Charter Schools Division makes an exception. If the Charter School moves or expands to another facility during the term of the charter, the School shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. The Charter School shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless the Charter Schools Division makes an exception. 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 (Element 14).

☐ Proposed Charter School Location: TBD (Within 1 mile of USC Main Campus)
☐ Names of District school sites near proposed location:
  - 32nd Street School/USC MaST Magnet
  - Alexander Science Center School
  - William Jefferson Clinton Middle School
  - John Adams Middle School
☐ Proposed Charter School to be located within the boundaries of LAUSD.

**Facility Status**

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School 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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the 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.

**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 petition 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.**
  - **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
  - **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 the 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.

**Pest Management**

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

**Asbestos Management**

The charter school shall continue to occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR 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 Requirements**

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The 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 the Charter School from claims that may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements. The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles
Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

*Evidence of Insurance

The Charter School shall furnish to the District’s Office 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 Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the 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 the Charter School.

*Hold Harmless/Indemnification Provision*

To the fullest extent permitted by law, the 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The 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 attorney’s 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 the Charter School, and their officers, Directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners, or sponsors.

Hybrid High will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. Hybrid High will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Hybrid High, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Hybrid High shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

Hybrid High will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. Outreach activities will be conducted in and around the campus of the University of Southern California where Latino and African American students predominate as well as in neighborhoods where White, Asian American, and other ethnic students reside in larger concentrations. Hybrid High will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

Hybrid High will work with local organizations, such as neighborhood churches, youth programs, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the school’s mission. The school plans to recruit and hire a local parent who is representative of the community to spread the word to other families who cannot be reached through traditional channels. In addition, Hybrid High Board members have contacted people (friends and colleagues) who are familiar with or who have working relationships with these groups.

The school will develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area. USC Hybrid High School will translate materials into other languages as needed.

Hybrid High will begin its informational campaign by providing information and outreach materials to the following community partners:

- Magnolia Place Family Center
- Family and Schools Foundation
- USC’s Neighborhood outreach programs (UNO?)
- Education Consortium of Central Los Angeles (ECCLA)

Hybrid High will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.
*Court-ordered Integration*

USC Hybrid High shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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

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

The District and Hybrid High 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. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Hybrid High agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school. As required under NCLB, all NCLB-PSC students attending Hybrid High shall have the right to continue attending Hybrid High until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Hybrid High shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status. Hybrid High will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Hybrid High will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the 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 Hybrid High under the NCLB-PSC program increases in subsequent years, Hybrid High agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

*Federal Compliance*

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

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

Hybrid High also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

USC Hybrid High also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8 - ADMISSION REQUIREMENTS

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

USC Hybrid High School will be open to any resident of the state of California. Hybrid High will not charge tuition and will not discriminate against any student on the basis of race, color, sex, sexual orientation, national origin, religion, or disability. Hybrid High will be non-sectarian in its programs, curriculum, and operations. Hybrid High will not charge tuition. Hybrid High will adhere to all state and federal laws regarding the minimum age of students. Hybrid High will not require any child to attend the charter school, nor will the school required parents to volunteer. Parents will not be required to pay for any instructional materials or school-related activities, and the school will not charge for any instructional program, either tutoring or summer school.

Procedures for Enrollment Prior to the Opening of School

Students entering Hybrid High must meet the age requirements for California. Public notice will be posted regarding the date and time of the public drawing after the deadline for submission of student names to the lottery. Procedures will be followed that will be publicized in the community. A draft of the enrollment form can be found in the Appendices behind the Enrollment Form tab.

Public Random Drawing

Should the number of pupils who wish to attend Hybrid High exceed the capacity of the school during the recruitment period, a public random lottery will take place to determine the school enrollment in accordance with Education Code section 47605(d)(2)(B). However, the following students will be exempt from the lottery: (1) Current students enrolled in the school, (2) siblings of children enrolled in the school, and (3) children of faculty employed at the school. Exempted students delineated in item (3) will not exceed 10% of the student population.

Weighted preference will be given to (1) pupils who reside within the LAUSD boundary with a weight of 2x and (2) students for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 404 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United Stated Constitution, with a weight of 2x. The maximum weighted preference given to any student will be 2x. All other categories of students will participate in the lottery with no weighted preference.

The school will designate a deadline and all interested students will be considered for the public random drawing. If the school is not filled to capacity at the end of the recruitment period (prior to the school’s opening), it will commence another open enrollment period following the same procedures.

To better enable interested parties to attend, the drawing will be held on a weekday evening. Hybrid High will inform the public commencing in August of each school year that it is accepting applications for admission for the following year. The open lottery application period will last from September 1 through the last Friday of March of the following school year. Any family making application to Hybrid High will be informed of the school’s admissions procedures and information about when the applications must be submitted in order to be included in the public lottery.

Families must submit a new application for the lottery each year and a separate application for each child that is applying. The public lottery will be held within not less than a week after the last day that applications can be submitted to be included in the public lottery. At least one month prior to the date of the public random drawing, all families will be informed of the date, time and place of the drawing via
mail, telephone and/or email and all interested students whose applications have been timely submitted, as described above, will be considered in the public random drawing.

During the lottery, a disinterested independent third party will draw numbers that are affiliated with the names of interested students. Students with 2x weighted preference will have two numbers assigned to their names. Once all available spaces are filled, the lottery process will continue to draw a maximum of 100 additional names and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery, regardless of their weighted preference. Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone and/or mail of school openings and must respond by the end of 10 business days in order to secure admission. Once students are accepted to Hybrid High, parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school.

Notwithstanding the foregoing, Hybrid High may refine lottery policies and procedures in accordance with a written policy adopted by school’s Board of Directors. A copy of the revised policy, designed to improve the school’s lottery efforts, shall be provided to the District within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the District determines that the change in lottery procedures requires an amendment, Hybrid High will initiate the amendment process.

**Students Over the Age of 19 years**

Hybrid High will not enroll pupils over 19 years of age unless continuously enrolled in public school, are making satisfactory progress toward high school diploma requirements, and are not more than 22 years of age.

**McKinney-Vento Act**

USC Hybrid High School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. USC HHS will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

**Confidentiality**

Hybrid High will adhere to all procedures related to confidentially and privacy of student records. Hybrid High will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with policies to be adopted by the school’s governing Board. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password-protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student’s records will be requested from the respective district. Upon exit from Hybrid High, the student’s records will be forwarded to the district upon request. Under FERPA parents will annually be given a form providing the opportunity to withhold the release of information.
ELEMENT 9: FINANCIAL AUDITS

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

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of USC Hybrid High School to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Hybrid High Board of Directors will issue a Request for Proposal every other year in December to select an independent auditor for a period of two years. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. Hybrid High will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Hybrid High Board of Directors.

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

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The Certified Public Accountant will be from the directory issued by the State Controller’s office. These audits shall employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. Hybrid High agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report.

USC Hybrid High School shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, USC Hybrid High School will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD in the format required by LAUSD and within timelines specified by LAUSD each year.

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

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
Classification Report including enrollment by grade level, course, and special programs – due monthly the Monday after the close of the last day of the school month.

Statistical Report (School Attendance and Aggregate Enrollment Data) – monthly the Friday after the last day of the school month and in addition:
- First Principal Apportionment (P1) – submit cumulative attendance data from the first day of school through the full school month ending on or before January 15th.
- Second Principal Apportionment (P2) – submit cumulative attendance data from the first day of school through the full school month ending on or before April 15th.
- Annual Principal Apportionment – submit cumulative attendance data from the first day of school through the last day of instruction (June 30).

Weekly attendance report up to the fourth week prior to Norm Day

Special Apportionments for New or Significantly Expanding Charter Schools
- Pupil Estimates for New or Significantly Expanding Charters (PENSEC), due in July.
- First 20 Day Actual Attendance Report for New Charters and Grade Level Expansion Charters enrollment report by grade level due in October

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

**Business Management Services**

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

**District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of Hybrid High not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of Hybrid High not to exceed 3% if Hybrid High is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.
**Special Education Revenue Adjustment/Payment for Services**

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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 their charter authorization:

- Charter School is subject to District oversight
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School 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 school financial information
- The school’s debt structure
- Governance policies, procedures and history
- The recording and reporting of attendance data
- The school’s enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements.

The 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.

Hybrid High will develop and maintain internal fiscal control policies governing all financial activities.
**ELEMENT 10 - STUDENT DISCIPLINE**

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47065 (b)(5)(J)

**Discipline Policy**

Hybrid High will develop a comprehensive discipline policy with substantial ongoing input from parents, teachers and students as to how the school should create a safe and healthy school environment. School staff will review the discipline policy with students and parents prior to the first day of school. Upon enrolling in the school, both students and parents will acknowledge their understanding of and the responsibility for the standards set forth in the discipline policy. The discipline policy will align with LAUSD’s Discipline Foundation Policy and will include the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

The school’s code of conduct will follow the guidelines listed below:

- We make safe choices that will not hurt others or ourselves
- We treat others with kindness, understanding and respect, the way we want to be treated
- We come to school on time and prepared. At school we try our best and learn as much as we can
- We respect other people’s feelings, opinions, and differences
- We respect the things that belong to our peers, ourselves, and our school
- We accept responsibility for our choices and actions

Any student who engages in repeated violations of the comprehensive discipline policy will be required to attend a meeting with the school staff and the student’s parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Prior to suspension, positive behavior supports include creating a positive school culture through the advisory component of the program. Examples include dialogues about problems before they arise and problem solving to help students find strategies that work for them. Hybrid High intends to help each student solve the problem underlying the unacceptable behavior through multiple, varied interventions, giving them time to work. Hybrid High views all students as having a place in the school and deserving of support to achieve behavioral norms, not just those who are able to follow the rules more easily.

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended and later expelled by the school's governing Board upon recommendation of the Principal.
Reasons for Suspension and Expulsion

A student may be suspended by Hybrid High for any of the following reasons as specified in the Education Code Section 48900 et seq:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another except in self defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any 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
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stolen or attempted to steal school property or private property
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault or committed a sexual battery
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Engaged in an act of bullying, including, but not limited to bully committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only), 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)
- 48900.2 Committed sexual harassment (grades 4-12) as defined in section 212.5 of the Education Code
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12) as defined in subdivision (e) of Section 233 of the Education Code
- 48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12)
- 48900.7 Made terrorist threats against school officials, school property or both.

Students may be expelled from Hybrid High for any of the following reasons as specified in the Education Code Section 48915:

- Causing serious physical injury to another person
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee

Students are subject to mandatory expulsion from Hybrid High for any of the reasons as specified in the Education Code Section 48915(c).

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
- Possession of an explosive

**Process for Suspension and/or Expulsion**

**Notice to Parents/Guardians**

The Principal has the authority to suspend students. At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay.
Suspension Conference
Suspension shall be preceded by a suspension conference conducted by the Principal, with the student and his/her parents. The conference may be omitted if the Principal 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/guardian shall be notified of the suspension and school personnel will request a conference as soon as possible.

Length of Suspension
The length of suspension for students may not exceed a period of 5 days. If a student is recommended for a period of suspension exceeding 5 days, a second conference will be scheduled between the parent/guardian and school personnel to discuss the progress of the suspension. Any student who is suspended will receive daily class assignments and homework for the duration of the suspension. The maximum number of days of suspension for the year is 15.

Appeal of Suspension
Parents can appeal a suspension within 3 days to the school’s Board of Directors. The Board selects a committee of 3 Board members who will make a determination about whether to grant the appeal for the suspension within 10 days. The decision of the committee of the Board of Directors is final. If the committee of the Board grants the appeal the suspension will not appear on the student’s record.

Return to School After Suspension
Upon completion of a suspension, the student will return to school and report to the administrative office. At that time, the student will receive a readmission slip to return to his or her regular program and may meet with an administrator or counselor or advisor to review behavior expectations.

Students will be permitted to make up any assignments or tests that were given during the student’s suspension. If projects, assignments, and/or tests were due during the term of a student’s suspension, the due date will be adjusted to the date of the student’s return to school.

The school administration reserves the right to limit students’ access to extracurricular events and activities to those students who have engaged in disruptive, defiant, and/or dangerous behavior that has resulted in disciplinary action.

Recommendations for Expulsion
Students may be recommended for expulsion if the school Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- 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.

Expulsion Conference
Students who are recommended for expulsion are suspended from school until the Board has come to an expulsion determination. Prior to suspension, a mandatory meeting with parents/guardians is held to explain the expulsion process, the timelines, and interim assignments. Hybrid High will provide assignments to the student while the expulsion hearing is pending.
Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors. Expulsion appeals will be presided over by an impartial administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time, and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of Hybrid High discipline policy that relates to the alleged violation
- The opportunity for the student or the student’s parent/guardian to appear in person at the hearing
- 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
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Board 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 Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.
Expulsion Notice

If the Board decides to expel, written notice to expel a student will be sent by the school Principal to the parent/guardian of any student who is expelled within 10 days of the expulsion decision. This notice will include a copy of the Findings of Fact and the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Hybrid High
- The reinstatement eligibility review date and procedures
- A copy of the rehabilitation plan
- The appeals process
- Type of educational placement during expulsion.

Appeal of Expulsion

Expulsion of a student will be decided upon by the Board of Directors. An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Hybrid High Board of Directors. The Administrative Panel consists of three Principals from other charter schools. The administrative panel will consider the original expulsion proceedings, evidence, the parent’s appeal and make a decision within 10 days of the appeal. The decision of the Administrative panel will be final.

The charter school may admit students who were previously expelled from public or private schools if the charter school believes that the students would, with appropriate supports and interventions, succeed in the charter school’s setting.

District Requirements Concerning Suspension/Expulsion

In the event of a decision to expel a student from Hybrid High, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.
Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

**Outcome Data**

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**

The 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, the Charter School’s governing Board shall readmit the pupil, unless the 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. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.
**Special Education Students**

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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’s failure to implement 504?

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47065 (b)(5)(K)

Benefits

All employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length. Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by USC Hybrid High School. Other related benefits, including vision and dental will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will give up district-offered coverage during the term of their employment with Hybrid High.

Retirement

USC Hybrid High School will participate in the State Teachers Retirement System (STRS). All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and USC HHS will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. USC HHS will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. USC HHS accepts and understands obligations to comply with Sections 47611 (STRS) of the Education Code.

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

Social Security payments will be contributed for all non-certificated employees in accordance with Federal and State laws. Hybrid High will explore other retirement plan options for all employees including a 403(b), 401(k) and 457 Plan. The Hybrid High Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Credential Monitoring

All teachers will be highly qualified as defined by No Child Left Behind. Appropriate records of credentials held by Hybrid High teachers and supporting documentation will be maintained by the school administration and will be made available for the District’s review upon request. Credentials will be monitored annually by the Principal, in compliance with state and federal law. The Principal is responsible for monitoring credential compliance.

Labor Matters

USC Hybrid High School will comply with all the regulations pursuant to California Labor Code 233.

Employee hours per week and salaries will be based on individual contracts. The Ednovate Board and Principal will determine the employee calendars, work weeks, and work day schedules by April of each school year for the subsequent school year. Work calendars, hours per week, and vacation time
will be determined by individual employment work agreements. Drafts of USC HHS’ Employee Contract and Employee Handbook are provided in the Appendix behind the Labor Matters tab.

Administrators and office staff will work a calendar year of 12 months, with a standard week of approximately 40 hours. These staff may possibly work extra time for special events, school meetings, etc. Teachers will typically work a calendar year of 12 months with a standard week of approximately 40 hours, including instructional hours, meetings, and professional development (including staff development days and supplemental instruction). Teachers will likely work longer hour weeks for evening parent conferences, for school meetings, events, preparation of instruction and professional development.

**Time Off**

Hybrid High will comply with all the regulations pursuant to California Labor Code 233. Full-time employees working year round (12 months a year) in excess of 36 hours per week may accrue and take Paid Time Off (PTO). Part time employees will receive pro-rated PTO, proportionate to the number of hours/week worked. Full-time employees will accrue 15 days of PTO per year, which cannot be carried over from year to year. PTO is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month). PTO may be used for illness, vacation, bereavement, and personal necessity.

**Sick Days**

Full-time employees and teachers working in excess of 36 hours per week may take paid sick leave using PTO days. Eligible employees may not carry over PTO from one school year to the next. PTO will not accrue during any unpaid leave of absence.

**Bereavement**

Eligible full-time employees and teachers may take up to five (5) PTO days per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Upon request, and at the school’s sole discretion, those employees not eligible for paid Bereavement Leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

Hybrid High retains the right to modify any of the preceding ‘work related matters’ policies as it deems appropriate.

**Behavioral Expectations**

Employees will be expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Hybrid High. 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 sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.
ELEMENT 12 – ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Attendance Alternatives

No student is required to attend Hybrid High. Students living within the attendance area of LAUSD who do not desire to attend the charter school will possess the same alternatives as those offered to other students currently residing in the District.

District Admission Rights as Consequence of Charter School Enrollment

Hybrid High School will inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

Right to Attend Other Public Schools

Pupils who choose not to attend Hybrid High may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
**ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES**

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

**Leave and Return Rights**

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

**Employment Agreement with the Charter School**

Job applicants for positions at USC Hybrid High School will be considered through an open process, and if hired, will enter into a contractual agreement with the charter school. Any District union employee who is offered employment and chooses to work at Hybrid High will not be covered by his or her respective collective bargaining unit agreement.

**Individual Contract with the Charter School**

Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
*ELEMENT 14 - DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff and governing Board members of Hybrid High agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Hybrid High, 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.

**Dispute Resolution Procedures**

Any Dispute between the District and Hybrid High shall be resolved in accordance with the procedures set forth below:

**Written Notification of Dispute**

(1) Any Dispute shall be made 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 PM 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 (Temporary Address): | USC Hybrid High School  
| c/o School Director | Rossier School of Education  
| | University of Southern California  
| | 3470 Trousdale Parkway  
| | Los Angeles, CA 90089-4035 |

| To Director of Charter Schools: | Director of Charter Schools  
| | Los Angeles Unified School District  
| | 333 South Beaudry Avenue  
| | 25th Floor  
| | Los Angeles, California 90017 |

**Written Response to Notification**

(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.
Mediation

(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 attorney’s 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.

Binding Arbitration

(4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

USC Hybrid High School is deemed the exclusive public employer of all employees of the Charter School for purposes of the Educational Employment Relations Act (“EERA”).

As such, Hybrid High will comply with all provisions of the EERA and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16 - SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

Revocation

The District may revoke the charter if Hybrid High 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 Hybrid High if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- Hybrid High committed a material violation of any of the conditions, standards or procedures set forth in the charter
- Hybrid High failed to meet or pursue any of the pupil outcomes identified in the charter
- Hybrid High failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- Hybrid High violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulation, the District will notify Hybrid High in writing of the specific violation, and give Hybrid High a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

*Closure Action

The decision to close Hybrid High either by the Hybrid High School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closer Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School Board votes to close the Charter School; or the Charter lapses.

*Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing Board.
Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Hybrid High School will be issued by Hybrid High School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Hybrid High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Hybrid High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Hybrid High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure

2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records.
In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results
3. Information on student completion of college entrance requirements for all high school students affected by the closure.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

USC Hybrid High School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Hybrid High School 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. The financial closeout audit of the Charter School will be paid for by the Hybrid High 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 Hybrid High will be the responsibility of the Hybrid High School and not LAUSD. USC Hybrid High understands and acknowledges that Hybrid High will cover the outstanding debts or liabilities of Hybrid High. Any unused monies at the time of the audit will be returned to the appropriate funding source. Hybrid High 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 the Hybrid High School participates, and other categorical funds will be returned to the source of funds.

USC Hybrid High School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports.

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year. For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

1. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation
2. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Hybrid High School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Hybrid High School 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines
2. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63)
3. Make final federal tax payments (employee taxes, etc.)
4. File the final withholding tax return (Treasury Form 165)
5. File the final return with the IRS (Form 990 and Schedule).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end USC Hybrid High School’s right to operate as a Charter School or cause Hybrid High to cease operation. USC Hybrid High School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should 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 cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
REFERENCES


Zinth, K. (2007a). Additional high school graduation requirements and options. from Education Commission of the States

Zinth, K. (2007b). Student support and remediation: State requires individual learning plans for at-risk students. from Education Commission of the States