



Vista Legacy Global Academy

**Charter Petition for a Five-Year Term
(July 1, 2023 – June 30, 2028)**

**Submitted to the Los Angeles Unified School District on
August 17, 2022**

**Dr. Donald S. Wilson,
Superintendent/Lead Petitioner
Vista Charter Public Schools**

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Vista Legacy Global Academy (also referred to herein as “Vista Legacy”, “VLGA”, and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

***As documented in the Community Impact Assessment and in the petition, as appropriate, the petitioner's facilities plan regardless of whether it identifies any private or public site(s), the petitioner must include a specific description, with supporting documentation, of each identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. The petitioner shall provide written evidence of its facilities research in the target community, including, but not limited to, the specific address of any private or public site(s); the extent to which site(s) is/are approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in this Policy and Procedures; and the petitioner's capacity and resources to address any construction related activities or other facilities improvements required to prepare the site(s) for use by the petitioner within a specified timeframe.**

***Unless otherwise exempted by law, all charter schools authorized by LAUSD shall identify in their charter petition a single school site where the charter school will operate within the geographic boundaries of LAUSD. (See Ed. Code §47605(a)(1).)**

****As defined by LAUSD Policy and Procedures for Charter Schools, a "community" includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.**

****If a new charter school is approved by the LAUSD Board and subsequently seeks to locate in a community different from the community the charter school was originally authorized to serve, the**

charter school operator must submit a material revision for approval with an updated Community Impact Assessment prior to a change in location.

****Charter Schools that seek to expand to additional locations or move to a different community must undergo community interest and fiscal impact analysis pursuant to Education Code section 47607(a)(3).**

GENERAL INFORMATION

| <u>General Information Table</u> | |
|--|--|
| • The contact person for Charter School is: | <i>Dr. Don Wilson, Superintendent</i> |
| • The contact address for Charter School is: | <i>2900 W. Temple St., Los Angeles CA 90026</i> |
| • The contact phone number for Charter School is: | <i>(213) 201-4000</i> |
| • The proposed address (site/location) of the Charter School is (must be aligned in the charter petition and the Community Impact Assessment facilities section; will be used to inform a 3-mile radius as consistent with District Policy) *: | <i>2900 W. Temple St., Los Angeles CA 90026</i> |
| • The proposed Community of Schools to be served**: | <i>Downtown; MacArthur Park</i> |
| • This location is in LAUSD Board District: | <i>2</i> |
| • This location is in LAUSD Local District: | <i>Central</i> |
| • The grade configuration of Charter School is: | <i>9-12</i> |
| • The number of students in the first year will be: | <i>125</i> |
| • The grade level(s) of the students in the first year will be: | <i>9</i> |
| • Charter School's scheduled first day of instruction in 2023-2024 is: | <i>August 14, 2023</i> |
| • The enrollment capacity at full roll out is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) | <i>500</i> |
| • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Traditional</i> |
| • The bell schedule for Charter School will be: | <i>8:30AM – 3:30PM; early release every other Friday at 2:00PM</i> |
| • The term of this Charter shall be from: | <i>July 1, 2023 to June 30, 2028</i> |

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Vista Legacy Global Academy (VLGA) is a proposed new charter high school that intends to transform the school experience, meet the evolving needs of students in Los Angeles, and ensure that every student in attendance receives a rich, individualized, rigorous and joyous education that prepares him or her to be college and career-ready as a productive and successful global citizen rich in humanity. VLGA will be the sixth school operated by Vista Charter Public Schools, Inc. (VCPS):

- **Vista Charter Middle School (VCMS)**, authorized by the Los Angeles Unified School District (LAUSD), opened in September 2010; in 2021-22 served 351 students in grades 6-8: 85% Hispanic/Latino, 5% Filipino, 2% African American; 92% of students qualified for Free or Reduced Price Lunch (FRPL), 27% English Learners (EL), and 8% Students with Disabilities (SWD).
- **Vista Heritage Global Academy (VHGA)**, authorized by the Orange County Department of Education (OCDE), opened in 2015, and in 2021-22 served 278 students in grades 6-8: 97% Hispanic/Latino; 1% African-American, 99% FRPL, 44% EL, 13% SWD and 0.5% foster/homeless youth.
- **Vista Condor Global Academy (Vista Condor)**, also authorized by OCDE, opened fall 2018, and in 2020-21 served 319 students in grades TK-5: 97% Hispanic/Latino, 1% African American, 1.5% White, 95% FRPL, 50% EL, and 12% SWD.
- **Vista Horizon Global Academy (Vista Horizon)**, authorized by LAUSD, opened in 2019 in the Koreatown neighborhood of Los Angeles and today serves 80 students in TK/K-5: 68% Hispanic, 25% Asian, 1% Filipino, 0.3% African American; 1.6% White, 59% FRPL, 51% EL, and 7.5% SWD.
- **Vista Meridian Global Academy (Vista Meridian)**, authorized by OCDE, opened fall 2021, and in 2020-21 served 66 students in grade 9, with plans to expand one grade level each year to reach 500 students in grades 9-12. Enrollment is 97% Hispanic/Latino, 3% African American/other; 97% FRPL, 44% EL and 12% SWD.

In recent years, our schools collectively (Vista Schools) have garnered the following recognitions and success:

- While not required, both of our middle schools have full accreditation from the Western Association of Schools and Colleges (WASC). VCMS received a full six-year accreditation in 2017/18, and VHGA earned a three-year accreditation in 2017/18, the highest accreditation possible for a first-time award. (The visit for the next cycle of accreditation is scheduled for February 2023).
- Vista Schools has established collaborative partnerships to benefit our students and their families:
 - *Community Catalyst Partners (formerly known as Asia Society) and their International Studies Schools Network*: As a part of this network, we are provided resources and opportunities to enrich the educational experience for our students through their framework of educating for global competence.
 - *Ojai Foundation and Circle Ways*: Provides mentoring and coaching support for our Way of Council program.
 - *CSU Long Beach School of Education*: Educational Affiliation Agreement to support CSULB's Early Fieldwork and Credentialing Program through student observers, student teachers, and the opportunity for Vista staff to guest lecture in certain CSU Long Beach courses.

- *CSU Fullerton Center for Economic Education*: CSU Fullerton students guest teach financial literacy concepts at VHGA, and for VHGA students participate in their annual Stock Market Olympiad and Titan Fast Pitch events.
- *Pepperdine Graduate School of Education and CSU Northridge School of Education*: Vista LA schools host and mentor student teachers.
- *IFA-China*: Partnership agreement to create sister schools and educational exchanges with schools in China.
- *Easter Seals*: partners with our SWD team to help prepare our students with workforce skills.
- *Healthy Smiles for Kids of Orange County*: provides dentists and dental services to VHGA students at the school site free of charge to their families.
- *Loaves & Fishes X10*: provides food bank with free food and basic supplies to families in need at Vista.
- *Olive Crest*: provides parenting classes for VLGA parents free of charge.
- *Future Generations Now*: provides all Vista students with free tutoring and other services. It also provides service opportunities for our students.
- *Blessings in a Backpack*: provides weekend meals to our students who might not have access to healthy meals during the weekend. We receive shipments of foods weekly and these are distributed to students.
- *California Policy Center*: provides parents classes on how the educational system works, called the “Education Commandments.”
- *Los Angeles Chamber of Commerce, Silverlake Chamber of Commerce*: VHGA is a member of the Los Angeles Chamber of Commerce, and VCMS is a member of the Silverlake Chamber, which both provide a multitude of networking opportunities to local businesses and community organizations as VHGA and VCMS establish a greater presence in the Los Angeles community.
- *Search to Involve Pilipino Americans Organizations*: provides educational opportunities and workshops for our students and families
- *El Centro del Pueblo*: provides our students and families with resources, food pantry, counseling, drug and gang prevention and intervention and summer jobs for our youth.
- *Saban Clinic*: provides health resources to our families.
- *Koreatown Youth Community Center*: provides our students and families with resources, counseling, education, drug and gang prevention and intervention and summer jobs for our youth.
- *Central City Neighborhood Partners*: provides tutoring for our students and financial literacy classes for our families. They also have immigration support services.
- *Bresee Foundation*: provides athletics participating opportunities for our students.
- **MTSS SWIFT FIT** – The SWIFT Center for Education at the University of Kansas, a partner with OCDE on their Multi-Tiered Support System (MTSS) Initiative, rated VHGA with a 90% composite overall score in just our second year of the program (2018-19), up from a 75% in our first year of MTSS implementation (2017-18). The SWIFT-FIT is a “Fidelity of Implementation” tool to evaluate the effectiveness of the implementation of MTSS programs. This assessment contains 51 features within 5 domains (Administrative Leadership, Multi-Tier Support, Integrated Education, Family Engagement, and Inclusive Policy).

Coronavirus School Closures

We wish to note that during these unprecedented times of worldwide impact from the global Covid-19 pandemic, Vista Schools has responded swiftly, flexibly and adaptably to the transition to offsite learning. We are quite proud that by the time we closed school on March 16, 2020, all of our students at all sites were provided Chromebooks and, if needed, free Wi-Fi hotspots to use at home to participate in online learning, meaning that not one student lost learning time due to a lack of access to appropriate technology or Wi-Fi connection.

During distance learning, practices were established that will be employed again in the future if we need to provide distance learning due to the pandemic. All students, parents/guardians and teachers had access to online tools that provide students with access to course materials at home. To ensure quality teaching is being planned and provided, our Superintendent met (virtually) each day with the Principals, who in turn each held daily morning meetings with their faculty. Principals also issued daily emails with parents/students, posted daily office hours for live communications with parents/families, and scheduled video conferences as needed. Parents/guardians were provided detailed information about online curricular resources, IT support for computer and internet issues, counseling support, Coffee with the Principal (virtually) and other opportunities to connect, and much more. The Superintendent and Principals also communicated weekly with families via our website, social media and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we chose a more asynchronous model in which secondary level teachers record 8-15 mini-lessons and post daily assignments, and then hold scheduled meetings/office hours with their classes at designated times in Google Classroom.

Our Special Education Coordinator ensured continued services, including contracted services, for students with disabilities. Our paraprofessionals continued to provide RSP through Google Meets or one-on-one phone calls. Our School Psychologist hosted small group and one-on-one counseling sessions through Google Meets and by phone. 100% of our students with IEPs received services and our coordinator was in communication with families weekly. Similarly, our instructional aides continued to provide designated ELD instruction online to our EL students.

Vista Schools also provided meals (breakfast and lunch) for students on a daily basis, distributed daily between 11:00am-1:00pm, with weekend meals also provided every Friday.

Vista Charter Public School Governing Board has and will continue to meet for regularly scheduled meetings through Zoom. Vista Schools has used Boarddocs for four years and quick access buttons and links are on all websites. Agendas are posted on our website and on Boarddocs 72 hours prior to meetings with Zoom access codes for board members and members of the public. All meetings are recorded and videos are posted of the meeting on Boarddocs. Vista Schools has always provided the option for remote participation in our board meetings through Zoom and/or video conferencing programs and board meetings have always been live streamed. This remains the norm for our board meetings.

In the event VLGA would need to close due to the Coronavirus, similar plans would be followed to continue learning and ensure all students receive a reasonable degree of teacher led instruction.

Leadership Team

Donald S. Wilson, Ed.D., Superintendent

Prior to joining Vista Public Charter Schools in 2016, Don Wilson worked for OCDE for almost 30 years. He most recently served as an Instructional Director in the Intensive Support and Innovation Center under Superintendent Tommy Chang and as Instructional Director for Linked Learning. In this role, he supervised 20 schools ranging from elementary to high school. Prior to that he served as the principal at Wonderland Avenue Elementary School, where he increased student achievement five years in a row, making Wonderland one of the highest ranking schools in the state. He also served as APEIS at 3rd Street Elementary School, Administrative Coordinator at Santa Monica Blvd. Community Charter, and ELD/Title I Coordinator at Manchester Ave Elementary. He has 17 years of classroom experience as an elementary school teacher. Dr. Wilson completed a double Bachelor's Degree at Brigham Young University in English and Spanish Literature and received his Master's in Educational Leadership and Curriculum Design from Cal State Northridge. In 2011 he received the California Distinguished School Award for his work with Arts in Education and Way of Council, an innovative program that increases the social/emotional intelligence of students while focusing on oral language development. He also received the ACCIPPIO Administrator of the Year Award for his work with diversity in education. In 2013 he was accepted into and completed the highly regarded SUPES Academy, a program designed to promote and train future superintendents.

Collin Felch, Ed.D., Assistant Superintendent

Dr. Felch started his career as a math teacher at the Ambassador School of Global Leadership in Los Angeles. In 2013, Dr. Felch was named an LAUSD and Los Angeles County Teacher of the Year. Also in 2013, Dr. Felch served as an International Judge on the English Talent Television Show in China, Star of Outlook. In 2014, Dr. Felch served as a Math Instructional Coach for the Intensive Support and Innovation Center (ISIC) of LAUSD where he worked directly with 26 different schools to support math teachers, provide professional development, and enhance instruction in math. The following year, Dr. Felch was promoted again to become Assistant Principal at the Communication and Technology School to lead and serve youth in South Los Angeles. In 2016, Dr. Felch completed his Ed.D. at the University of Southern California. His dissertation was on "How Principals of International Studies High Schools Promote Global Competence." In 2017, Dr. Felch became the Principal of Vista Heritage, and he helped open Vista Condor in 2018 as its founding Principal. Then, Dr. Felch helped open Vista Meridian in 2021 as its founding Principal. In 2022, Dr. Felch was promoted to Assistant Superintendent of Vista Charter Public Schools and is thrilled to continue to serve the Vista Family and each of its school communities.

Board of Directors

Paul Vieyra, Board President, Residential Real Estate Agent

Mr. Vieyra has been a Residential Real Estate agent serving Los Angeles, San Gabriel Valley, and North Orange County for the past 10 years. Prior to real estate, Mr. Vieyra worked in Middle Market Commercial Banking for more than 15 years, focused on relationship banking and contributing to a "Critical Thinking Group" that worked on improving core processing and compliance reporting for federal and state regulators. Mr. Vieyra earned an Associate's degree from East Los Angeles College.

Mimi Kim, Board Treasurer, CEO, ChefDance LLC

Ms. Kim is CEO of ChefDance, a world-class culinary event company that started in Park City in 2004 during the Sundance Film Festival. Prior to founding ChefDance, LLC, Ms. Kim financed and operated as a financier of various entertainment properties in Los Angeles, including the Highlands, Mint and

Lure. She co-founded and served as the CEO of a software company, World Streaming Networks, which was sold in June 2001. Prior to World Streaming Networks, Ms. Kim founded Hunter Global Ventures in 1997; she currently facilitates both public and private investments in the technology, communications, retail and real estate sectors. Earlier in career, she worked as a strategic planner in the syndication and acquisition department for FX, a Fox cable network, and on Wall Street for six years as a corporate bond trader at Goldman, Sachs & Co.; as a vice president in corporate bond product management at Lehman Brothers; and as a corporate analyst at Merrill Lynch, all in New York. She has a B.A. in Economics and East Asian Studies from Barnard College and Master's in Finance and International Banking from Columbia University.

Michele Bauer-Bean, Board Secretary, Principal, Seaside Elementary School (Torrance)

Ms. Bauer-Bean is a highly experienced educator who currently is the Principal of Seaside Elementary School in the Torrance Unified School District. She has been involved with education since her freshman year in college, when she was awarded a Graduate Fellowship as an undergraduate student for her work at the USC Nursery School. Ms. Bauer-Bean has worked in a variety of educational settings including a Korean community school, OCDE, The Buckley School, The Mirman School for Highly Gifted Students, Pomona Unified School District and the Torrance Unified School District.

Ms. Bauer-Bean briefly left education to attend Pepperdine University School of Law in the late 1990's. While there, she was awarded a Darling Foundation Scholarship for her work in public service. After earning her law degree and license, she returned to education as a school administrator. She has secured grants for building libraries, computer labs and music classes, secured free services by creating partnerships with local universities in the area of health screenings, counseling, and academic tutoring and helped sites implement intervention systems and gain Gold Ribbon Award recognition. Ms. Bauer-Bean holds a Bachelor's of Science in General Studies from the University of Southern California and a J.D. from Pepperdine.

Jody Molodow, (Retired) Special Education Coordinator for Charter Schools, OCDE

Ms. Molodow worked for over 40 years with OCDE, where her responsibilities included teaching special education students with challenges ranging from physical to severe educational needs. She also worked as a Coordinator for Gifted and Talented students and an Advisor in both the Early Education and Infant and Toddler programs. For the last six years of her administrative career with OCDE, she served as the Special Education Coordinator for Charter Schools. Starting when she was a teenager, Ms. Molodow has volunteered with groups such as Los Angeles Blind Children's Center and Special Olympics. Ms. Molodow is a graduate of the University of Southern California with a B.S in Social Science/English and an M.S. in Education/Special Education.

Dr. Suzie Oh, Educational Consultant and Adjunct Professor, California State University, Los Angeles and Fullerton

Dr. Oh has a wide arrange of educational experience as a Principal, Assistant Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher. She has supervised student teachers at CSU LA, Fullerton and Long Beach as well as the University of Southern California. Dr. Oh has been invited to Korea for two decades for numerous speaking engagements at universities, school districts and schools to train principals, teachers and parents. She has written and co-authored several books and articles including *Handbook for Teaching Korean-American Students* by California State Department of Education, and the *California Department of Education Foreign Language Framework (Curriculum Framework and Criteria Committee Member)*. Her areas of expertise include leadership for school principals and CEOs, literacy, the teaching and

learning framework, multicultural education, English education, and thinking maps. She has been honored with several awards including 'Principal of the Year' by the Association of California Schools Association, Region XVI, and the Susan B. Anthony Award by Hollywood Business & Professional Association. Dr. Oh holds an Ed.D. and Master's Degree in Education from the University of Southern California.

Geronimo Gaytan, Parent Founder, Palm Lane Elementary Charter School

Mr. Gaytan is a founding parent of Palm Lane Elementary Charter School, the second parent trigger school in the State of California. Mr. Gaytan worked tirelessly to help the parents of Palm Lane convert the school into a charter school. He has served with dedication and loyalty on the school board since that time and continues to be a powerful advocate for parents. Mr. Gaytan is a proud employee of Disneyland where he has worked for many years and is held in high regard by his supervisors and employees in the food services division.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

VLGA will be located in Los Angeles in the 90026 zip code, where the population is 57% Hispanic/Latino, 17% Asian, 2.6% Black, and 21% White. According to Census data, 29% of adult residents over age 25 have less than a 9th grade education, almost half (44%) have not earned a high school diploma, and only 21% of residents hold a Bachelor's degree or more.¹ An overwhelming majority of the population (76%) speak a language other than English at home, with 26% of the population speaking English "less than well." A third of the families (34%) with children under the age of 18 are living in poverty, and half (54%) the population is foreign-born.² Median income is \$27,563 with 34% of families with children under 18 were living below the federal poverty line in the past 12 months;³ **in 2022, the federal poverty line for a family of four is \$27,750.**⁴ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles County with two full-time working adults needs each adult to earn \$30.73/hour to be self-sustaining (not needing public assistance).⁵ The federal poverty line rate equates to just \$6.37/hour. In other words, significantly more than 34% of families in our community are living in poverty based on the economic realities of the area.

Currently within three miles of our planned location for VLGA and/or the two LAUSD Communities of Schools (Downtown and MacArthur Park⁶) that include the three mile distance from our planned site, there are five large traditional public high schools:

Downtown Community of Schools:

Belmont HS (3 academies):

Los Angeles Academy of Medical and Public Service (LAAMPS):

Belmont Multimedia Academy (Multimedia):

¹ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

² <https://factfinder.census.gov> (2017 American Community Survey)

³ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁴ <https://aspe.hhs.gov/poverty-guidelines>

⁵ <http://livingwage.mit.edu/counties/06037>; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

⁶ We note that in some places, LAUSD refers to these as a single Community of Schools yet in other places they are separate.

School of Science, Art and Green Engineering (SAGE)
 Cortines School of Visual and Performing Arts
 Downtown Magnets HS (2 magnets and an IB programme):
 Downtown Business Magnet: Academy of Finance and Academy of Fashion Design and Merchandising
 Computer Science/Engineering/Multimedia
 IB Programme
 Roybal Learning Center (4 academies):
 Sustainable Business Finance Academy (BFA)
 Academy of Educational Empowerment: School of Medicine and Law (AEE)
 Computer Science Academy (CSA)
 Academy of Social Work & Child Development (SWCD)

MacArthur Park Community of Schools:

Miguel Contreras Complex (4 academies)⁷:
 Contreras Learning Center-School of Social Justice
 Contreras Learning Complex-School of Business and Tourism
 Contreras Learning Center-Academic Leadership Community
 Contreras Learning Center-Los Angeles School of Global Studies

There also are six charter schools serving grades 9-12 within 3.0 miles of VLGA:

Alliance College Academy HS #16 (Alliance Ted K. Tajima)
 Camino Nuevo Charter HS
 Central City Value
 Larchmont Charter (Lafayette Campus)
 LA Academy of Arts and Enterprise
 Rise Kohyang HS⁸

Demographics at the traditional public high schools are pretty consistent, though the magnet programs are more racially and economically diverse. On average, the high schools in these two CoS's are 93% SED, 21% EL with another 50% RFEP, 11% SpEd and 2% Foster/Homeless. The overwhelming majority of students are Hispanic/Latino (87%), 3% Black, 6% Asian, 3% White and 1% Two+ Races.

At the area charter schools, demographics are largely similar, though Rise Kohyang has a larger Asian population (26%) with 67% Hispanic/Latino, more accurately reflective of the zip code's demographics. Larchmont Charter (whose K-8 campuses are in different zip codes with different demographics) is just 37% FRPL, 26% Hispanic/Latino, 4% Black, 20% Asian, 37% White and 11% Two+ Races, with fewer EL's (8%+19% RFEP) than other schools in the area. On average, the charter schools combined are 85% SED, 22% EL with another 51% RFEP, 14% SpEd and 3%

⁷ It is unclear why Contreras' four academies have separate reporting of state test data, enrollment, etc., while Belmont, Downtown Magnets and Roybal all report as a single school, despite also having smaller academies/schools-within-the-school.

⁸ We have omitted McAlister HS (part of the MacArthur Park Community of Schools) and New Village Girls Academy from this analysis as both are very small (100-ish students) Dashboard Alternative (DASS) schools that serve a special population of pregnant and parenting teen girls (or other at-risk girls); McAlister HS includes multiple sites throughout LAUSD

Foster/Homeless. The majority of students are Hispanic/Latino (76%), 2% Black, 7% Asian, 6% White and 2% Two+ Races.

EXISTING PUBLIC SCHOOLS IN THE COMMUNITY, DEMOGRAPHIC DATA 2021-22

| | Total Enrollment for 2021-22 | % SED | % EL | % RFP | % SpEd | % Foster/ Homeless | % Hispanic/ Latino | % Black | % Asian | % White | % Two Races |
|---------------------------------------|------------------------------|------------|------------|------------|------------|--------------------|--------------------|-----------|-----------|-----------|-------------|
| Traditional Schools | | | | | | | | | | | |
| Downtown Community of Schools | | | | | | | | | | | |
| Belmont HS | 567 | 96.8% | 42.2% | 37.7% | 12.3% | 4.4% | 90.3% | 4.1% | 1.8% | 1.1% | 0.0% |
| Cortines School of VAPA | 1,145 | 65.7% | 4.9% | 37.5% | 14.1% | 1.1% | 68.60% | 6.0% | 4.6% | 16.0% | 2.8% |
| Downtown Business | 903 | 84.8% | 3.2% | 55.3% | 4.2% | 0.0% | 58.9% | 4.0% | 33.3% | 2.2% | 1.3% |
| Roybal Learning Center | 976 | 97.1% | 21.9% | 56.8% | 18.3% | 2.3% | 90.5% | 2.5% | 2.9% | 1.3% | 0.4% |
| MacArthur Park Community of Schools | | | | | | | | | | | |
| CLC-School of Social Justice | 428 | 99.3% | 35.0% | 50.2% | 7.9% | 2.6% | 96.3% | 1.2% | 1.4% | 0.9% | 0.2% |
| School of Business and Tourism at CLC | 424 | 99.1% | 34.0% | 53.3% | 13.4% | 1.6% | 96.0% | 1.7% | 0.7% | 0.7% | 0.0% |
| CLC-Academic Leadership Community | 495 | 99.2% | 29.3% | 57.4% | 11.1% | 3.2% | 94.7% | 1.2% | 0.6% | 1.2% | 0.0% |
| CLC-LA School of Global Studies | 330 | 98.5% | 33.9% | 51.5% | 8.8% | 2.7% | 96.7% | 1.5% | 0.9% | 0.6% | 0.0% |
| Traditional Schools Average | 659 | 93% | 26% | 50% | 11% | 2% | 87% | 3% | 6% | 3% | 1% |
| Charter Schools | | | | | | | | | | | |
| New Village | 88 | 96.6% | 31.8% | 44.3% | 18.2% | 13.7% | 93.2% | 3.4% | 0.0% | 1.1% | 1.1% |
| Alliance Ted K. Tajima | 471 | 93.2% | 14.6% | 68.2% | 10.0% | 1.7% | 96.6% | 0.4% | 2.3% | 0.0% | 0.00% |
| Rise Kohyang HS | 454 | 90.1% | 14.3% | 57.9% | 11.7% | 0.2% | 66.5% | 3.1% | 25.7% | 1.5% | 1.30% |
| Larchmont Charter | 1,609 | 37.2% | 8.4% | 18.9% | 12.3% | 0.4% | 26.0% | 3.7% | 19.6% | 37.0% | 10.90% |
| Camino Nuevo Charter HS | 508 | 95.1% | 21.3% | 62.8% | 18.1% | 0.8% | 87.2% | 0.0% | 2.6% | 1.2% | 0.0% |
| Central City Value | 452 | 88.9% | 22.3% | 60.4% | 13.5% | 3.1% | 94.7% | 0.2% | 0.4% | 0.0% | 0.0% |
| LA Academy of Arts and Enterprise | 296 | 91.2% | 39.5% | 47.0% | 10.8% | 0.0% | 69.6% | 0.7% | 0.3% | 0.0% | 0.0% |
| Charter Schools Average | 554 | 85% | 22% | 51% | 14% | 3% | 76% | 2% | 7% | 6% | 2% |

Source: <https://data1.cde.ca.gov/dataquest/>

An overview of the 2019 CA Dashboard reports for each of these schools, copied from the attached Community Impact Assessment (CIA), is included here, with a breakdown and analysis of the data in the following pages.

| CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY | | | | | | | |
|---|---------------------------------|---------------------|----------------------------------|-----------------------|--------------------------------|-----------------|----------------------------------|
| (add additional rows as needed) | | | | | | | |
| Existing School Name | Academic Performance Indicators | | | | Academic Engagement Indicators | | Conditions and Climate Indicator |
| | ELA English Language Arts | Math Mathematics | ELPI English Learner Progress | CCI College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
| District Schools | | | | | | | |
| Belmont HS ⁹ (3 academies within it) | RED -48.6 DFS | RED -134.1 DFS | Medium 48.2% | ORANGE 30.7% | N/A | RED 59.9% | BLUE 0% |
| Cortines | YELLOW | ORANGE | Low | GREEN | N/A | BLUE | BLUE |

⁹ We note that is unclear why Belmont, Downtown Magnets and Roybal all report their results as a single school, while Contreras' four academies are treated separately.

| | | | | | | | |
|---|-----------------------|-----------------------|-------------------|-----------------|---------------|-----------------|----------------|
| School of Visual and Performing Arts | +6.1 DFS | -103.7 DFS | 40% | 55% | | 95% | 0.2% |
| Downtown Magnets HS (2 magnets that include three programs and an IB programme) | GREEN +89.9 DFS | BLUE +44.8 DFS | High 57.9% | BLUE 80.9% | N/A | BLUE 96.4% | BLUE 0% |
| Roybal Learning Center (4 academies) | GREEN +32.7 DFS | YELLOW -49.8 DFS | Low 41.2% | GREEN 43.5% | N/A | GREEN 83.1% | BLUE 0.2% |
| Contreras Learning Center-School of Social Justice | ORANGE -49.1 DFS | RED -155.7 DFS | Very Low 31.6% | ORANGE 20.2% | N/A | ORANGE 74.7% | GREEN 0.9% |
| School of Business and Tourism at Contreras Learning Complex | ORANGE -28.7 DFS | RED -128.6 DFS | Very Low 25.9% | GREEN 65.8% | N/A | GREEN 83% | BLUE 0.2% |
| Contreras Learning Center-Academic Leadership Community | YELLOW -8.2 DFS | ORANGE -101.5 DFS | Low 39.4% | ORANGE 27% | N/A | RED 62.6% | BLUE 0.2% |
| Contreras Learning Center-Los Angeles School of Global Studies | ORANGE -57.9 DFS | ORANGE -116.6 DFS | Very Low 25% | ORANGE 32.1% | N/A | ORANGE 68.7% | YELLOW 1% |
| Charter Schools | | | | | | | |
| Alliance College Academy HS #16 | GREEN +61.7 DFS | YELLOW -7.5 DFS | Medium 45% | BLUE 92.3% | N/A | BLUE 96.8% | YELLOW 1% |
| Rise Kohyang HS | NO COLOR +61.3 DFS | NO COLOR -29.7 DFS | High 64.1% | N/A | N/A | N/A | GREEN 0.7% |
| Larchmont Charter (Lafayette Campus) | BLUE +52.7 DFS | GREEN +19.9 DFS | High 55.4% | BLUE 77.3% | GREEN 5.2% | BLUE 97.3% | YELLOW 1.4% |
| Camino | ORANGE | YELLOW | Very Low | ORANGE | N/A | ORANGE | GREEN |

| | | | | | | | |
|-----------------------------------|---------------------|---------------------|-----------------|----------------|---------------|-----------------|---------------|
| Nuevo Charter HS | -8.4 DFS | -107.7 DFS | 30.2% | 41.1% | | 76.5% | 2.9% |
| Central City Value | GREEN +39.8 DFS | ORANGE -80.5 DFS | Medium 54.7% | GREEN 46.9% | N/A | YELLOW 94.7% | GREEN 0.8% |
| LA Academy of Arts and Enterprise | YELLOW -50.3 DFS | RED -107.2 DFS | Low 37% | ORANGE 46% | GREEN 6.7% | YELLOW 76.5% | GREEN 0.3% |

Source: caschooldashboard.org

The most recent CA Dashboard reports show that Belmont HS in particular is significantly under-performing, with “red” ratings – the lowest of the five tiers – for ELA, Math, and Graduation Rate, an “orange” – the second lowest tier – for College Career Indicator (CCI), and one bright spot “blue” – the highest tier – for suspension rate. The four Contreras Learning Community (CLC) academies – the sole “resident” school for all students in the MacArthur Park Community of Schools – have all orange and red in the academic categories (ELA, Math and graduation rate), though CLC’s Business and Tourism Academy earned “green” – the second highest tier – for CCI and graduation rate. Roybal, another traditional high school in the Belmont Zone of Choice (BZOC), earned green for Math, CCI and graduation rate, with a “yellow” – middle tier – for ELA. Cortines School of Visual and Performing Arts, an arts-themed high school open to students outside the BZOC, earned yellow in ELA, orange in Math, green in CCI and blue in graduation rate. And finally, Downtown Magnets, a selective admission magnet program, is the highest performer of the traditional district schools, earning all blue – the highest tier – except for ELA being green, but still well above the state average scores.¹⁰

For the charter schools within a three mile radius of our planned location, the outcomes are mixed. Larchmont Charter, which is a TK-12 school (so the younger students’ outcomes are included), has all blue and green, with the exception of a yellow for suspension rate. Alliance Ted Fajima has yellow for math, but green for ELA and blue for both CCI and graduation rate. Central City Value is struggling with math with an orange, but green for ELA and CCI, and a yellow for graduation rate. Camino Nuevo HS has an orange in ELA (even though their score, -8.4 DFS is close to the state average – as you can see in the above chart, the other orange ratings have much lower scores). Camino Nuevo HS also has orange in CCI and graduation rate, with a yellow for Math. Finally, LA Academy of Arts and Enterprise has the charter school group’s only red rating, in Math, with yellow for ELA and graduation rate, and orange for CCI.¹¹

FOUR-YEAR ADJUSTED COHORT GRAD RATES (2019-20)

Data shows that there are stark differences in graduation rates between the traditional high schools and the magnet/choice and charter schools. Downtown Business Magnet boasts a 99.6% graduation rate in 2021 (the most recent year data is available), with Cortines (not exactly a magnet but similar selective process of admissions) at 95%. At the low end of the spectrum, Contreras Learning Center’s School of Global Studies graduation rate for 2021 was just 63%, with Belmont HS

¹⁰ All data sourced from [CASchooldashboard.org](https://caschooldashboard.org). See also, the CIA Form and attached “evidence” files which have pdfs of each school’s CA Dashboard report from 2019.

¹¹ All data sourced from [CASchooldashboard.org](https://caschooldashboard.org).

at 64%. At the charter schools, graduation rates are higher: Alliance Tajima, Rise Kohyang and Larchmont all had impressive rates above 95%, with Camino Nuevo at 86% and Central City at 84%; LA Arts and Enterprise is lower at 71%.

| Traditional Schools | | | | | | | | | Averages |
|---------------------|------------|-------------------------|-------------------|------------------------|------------------------------|---------------------------------------|-----------------------------------|---------------------------------|----------|
| | Belmont HS | Cortines School of VAPA | Downtown Business | Roybal Learning Center | CLC-School of Social Justice | School of Business and Tourism at CLC | CLC-Academic Leadership Community | CLC-LA School of Global Studies | |
| 2019 | 58.9% | 95.0% | 96.4% | 82.9% | 74.7% | 82.9% | 62.3% | 67.9% | 77.6% |
| 2020 | 57.9% | 95.3% | 98.2% | 80.5% | 65.4% | 80.0% | 73.9% | 53.6% | 75.6% |
| 2021 | 64.3% | 94.6% | 99.6% | 85.7% | 72.3% | 74.0% | 88.3% | 62.9% | 80.2% |

| Charter Schools | | | | | | | Averages |
|-----------------|------------------------|-------------------------|--------------------|-----------------------------------|-------------------|-----------------|----------|
| | Alliance Ted K. Tajima | Camino Nuevo Charter HS | Central City Value | LA Academy of Arts and Enterprise | Larchmont Charter | Rise Kohyang HS | |
| 2019 | 96.6% | 89.1% | 94.7% | 73.3% | 97.3% | N/A | 90.2% |
| 2020 | 95.3% | 81.7% | 89.0% | 76.0% | 97.1% | 97.5% | 89.4% |
| 2021 | 96.6% | 86.0% | 84.0% | 70.6% | 95.6% | 98.0% | 88.5% |

Source: <https://data1.cde.ca.gov/dataquest/>

On average, the traditional schools had a 2021 graduation rate of 80%, while the charter schools in the area had an average graduation rate of 89%, higher than the LAUSD average of 81% and the statewide average of 88%.¹²

A-G COMPLETION RATES

A comparison of the percentage of graduates who have completed the A-G requirements for admission to the UC/CSU system shows a broad disparity between the traditional schools and charter schools in the community. CLC's ALC made a huge jump in 2021, doubling their A-G rate to 81.6%, compared to 40.2% the prior year. Downtown Business had 73.4% A-G completion, while CLC's Global Studies had just 47.5% A-G (their rate also almost doubled, from 26.9% the prior year). Conversely, two of the six charter schools had 100% A-G completion in 2021 (and we assume Rise Kohyang has a reporting error as they show 0% for 2021, when they had 100% the prior year), a fourth charter school had 98.8% and the last at 84.8%.

| Traditional Schools | | | | | | | | | Averages |
|---------------------|------------|-------------------------|-------------------|------------------------|------------------------------|---------------------------------------|-----------------------------------|---------------------------------|----------|
| | Belmont HS | Cortines School of VAPA | Downtown Business | Roybal Learning Center | CLC-School of Social Justice | School of Business and Tourism at CLC | CLC-Academic Leadership Community | CLC-LA School of Global Studies | |
| 2019 | 61.2% | 74.4% | 78.3% | 61.1% | 75.7% | 70.7% | 64.8% | 50.9% | 67.1% |
| 2020 | 46.4% | 54.7% | 67.8% | 44.2% | 57.5% | 46.4% | 40.2% | 26.9% | 48.0% |
| 2021 | 60.10% | 66.3% | 73.4% | 61.4% | 66.7% | 59.2% | 81.6% | 47.5% | 64.5% |

¹² <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2020-21&cde=1964733>.

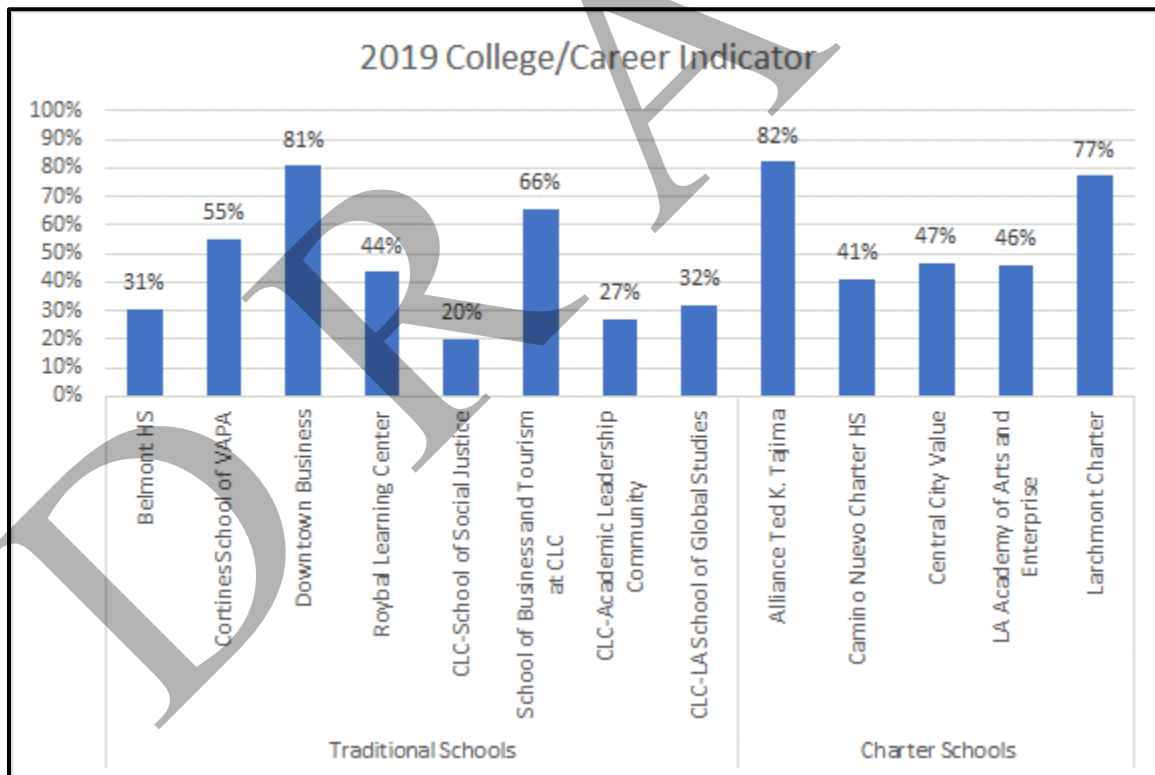
| | Charter Schools | | | | | | Averages |
|------|------------------------------|----------------------------------|--------------------------|---|----------------------|-----------------------|----------|
| | Alliance Ted K. Tajima | Camino Nuevo Charter HS | Central City Value | LA Academy of Arts and Enterprise | Larchmont Charter | Rise Kohyang HS | |
| 2019 | 98.2% | 100.0% | 73.8% | 97.7% | 100.0% | N/A | 93.9% |
| 2020 | 100.0% | 100.0% | 72.2% | 97.4% | 84.2% | 100.0% | 92.3% |
| 2021 | 98.8% | 100.0% | 84.8% | 100.0% | 90.8% | 0.0% | 79.1% |

Source: <https://data1.cde.ca.gov/dataquest/>

On average, only 64.5% of traditional high school students in the area completed A-G requirements to be eligible for admission to the UC/CSU system. This is compared to 79.1% of charter school students in the area – or, if Rise Kohang is assumed to be at 100% like the prior year, then the *charter school average is 95.7% A-G completion*, well above the LAUSD rate of 58.5% and statewide A-G rate of 51.8% in 2021.

COLLEGE/CAREER INDICATOR (2019)

On the 2019 California Dashboards, the College/Career Indicator (CCI) indicates that many of the schools are struggling to achieve strong outcomes for their students' college and career preparedness. Only three of the eight traditional schools (Downtown Business, CLC School of Business and Tourism and Cortines) and two of the charters (Alliance Tajima and Larchmont) have achieved >50% CCI. At the CLC School of Social Justice, only 20% of students measure as college/career ready.

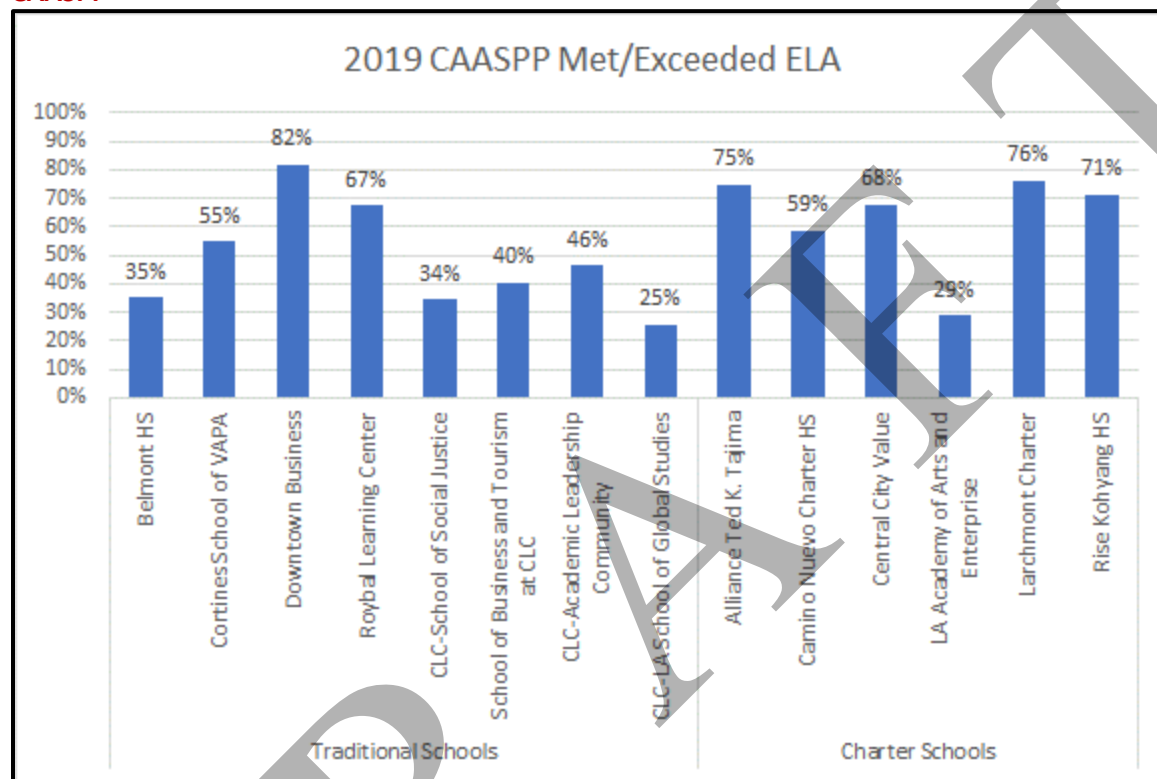


*No 2019 CCI scores for Rise Kohyang Source: <https://www.caschooldashboard.org/>

On the 2019 CAASPP exams (the most recent data available due to the pandemic), Downtown Magnet is again the strongest performer across all schools with 82% Met/Exceeded in ELA – the

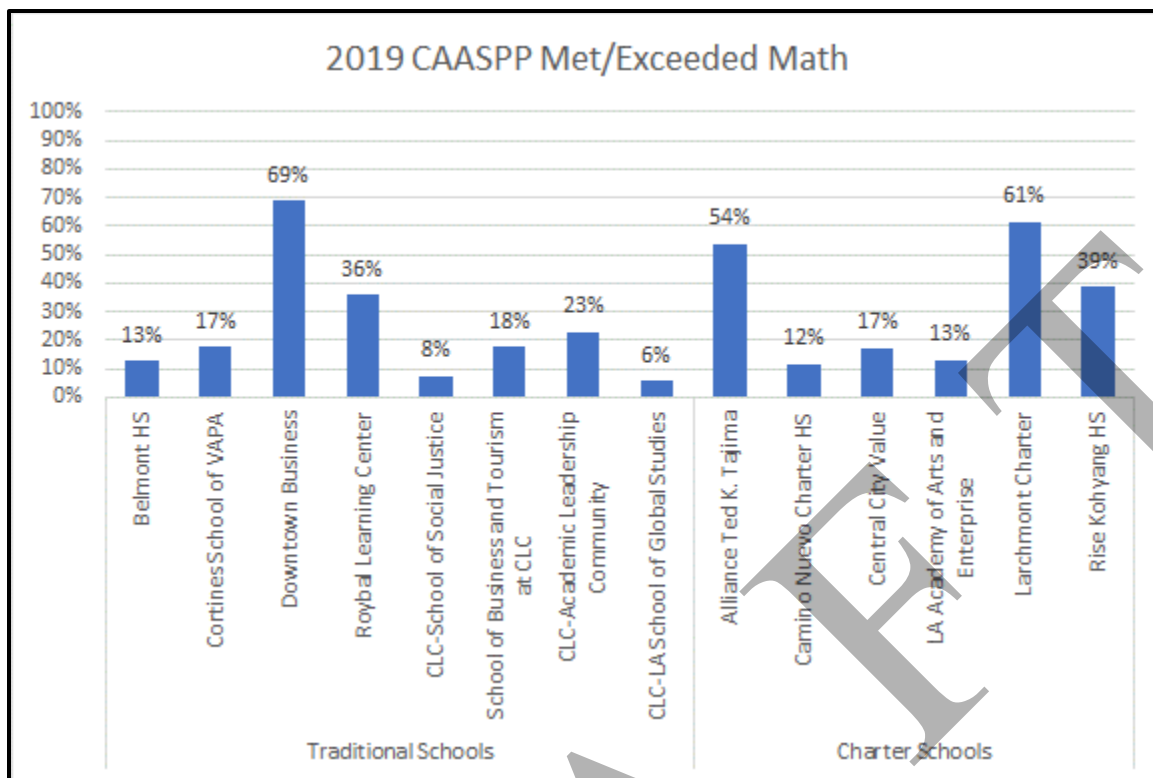
next closest traditional high school is Roybal at 67%, a 15 percentage point difference. The remaining traditional schools range from 25% to 55% Met/Exceeded in ELA. The highest performing charter is Larchmont (though this includes K-12) at 76% Met/Exceeded in ELA, followed closely by Alliance Tajima with 75% Met/Exceeded; LA Arts and Enterprise is an outlier among the charters and approximately half the next lowest score, with just 29% Met/Exceeded in ELA (compared to Camino Nuevo at 59%).

CAASPP



Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

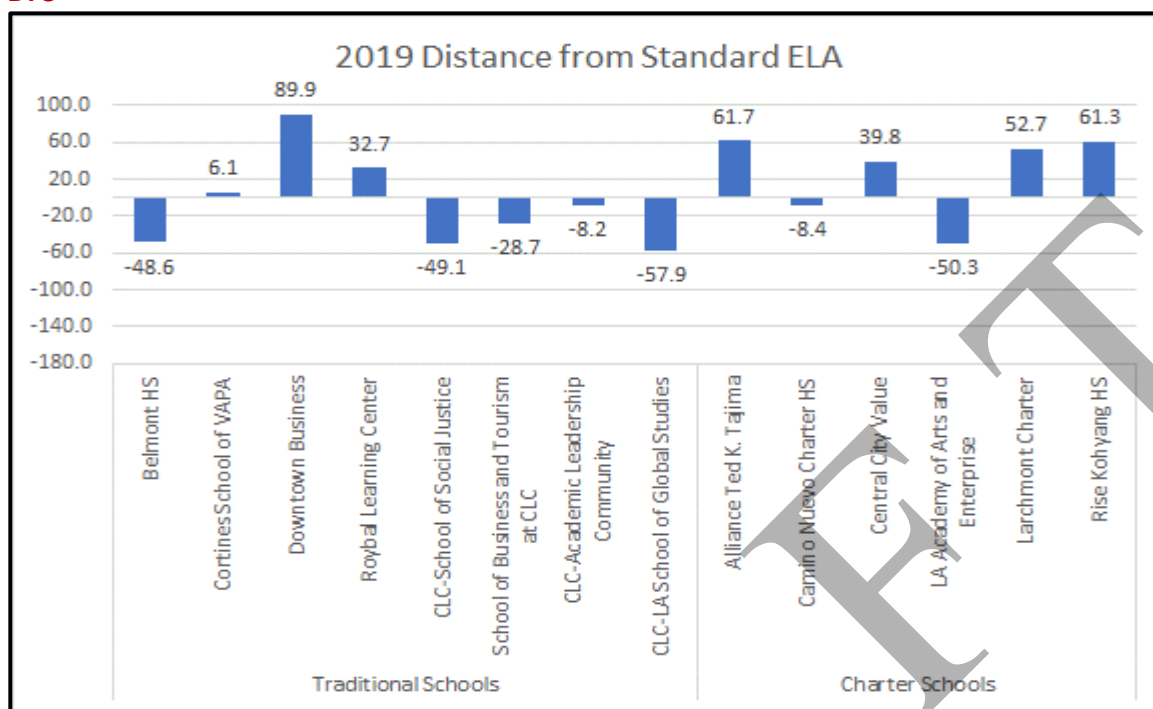
In Math, similarly, Downtown Magnet was 69% Met/Exceeded – almost double the next highest traditional school, Roybal, at 36% Met/Exceeded. The remaining traditional schools range from 6% Met/Exceeded in Math (CLC School of Global Studies) to 23% (CLC Academic Leadership Community). For the charters, Met/Exceeded rates in Math range from 12% (Camino Nuevo) to 61% (Larchmont, though again this is K-12).



Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

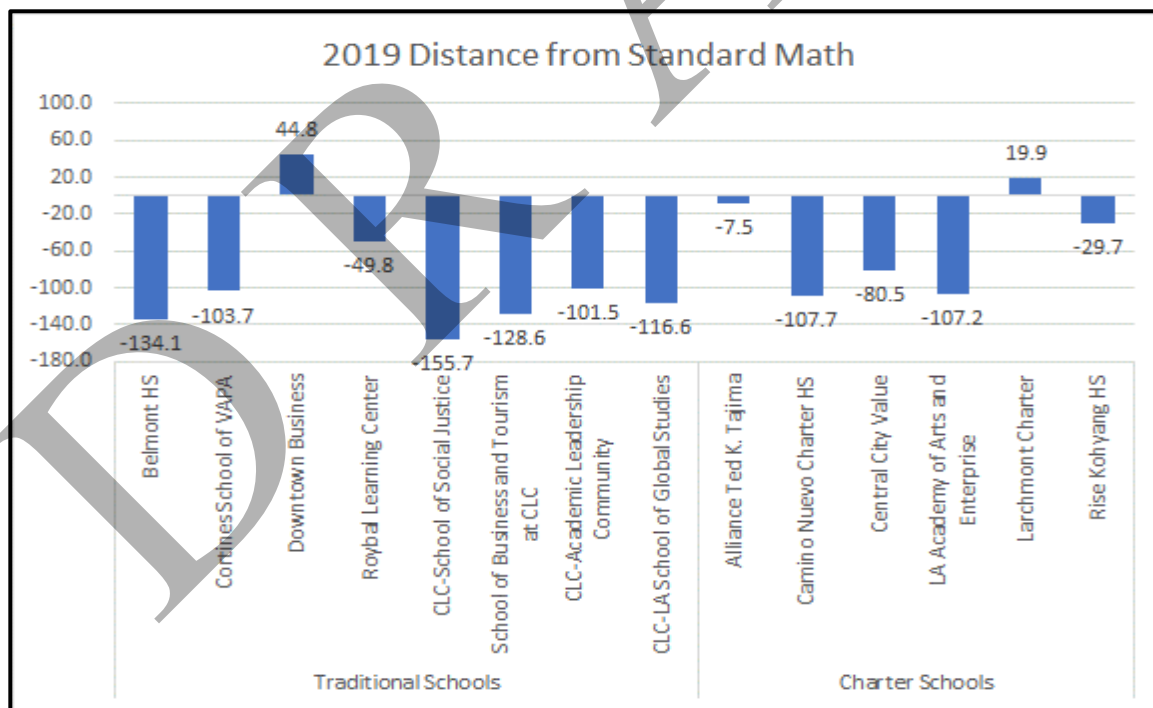
Looking at CAASPP scores using Difference From Standard (DFS), used on the California Dashboards, shows that three of the eight traditional schools (Downtown Magnet, Roybal and Cortines) were “above standard” in ELA, while four of the six charter schools (Alliance Tajima, Central City, Larchmont and Rise Kohyang) were above standard.

DFS



Source: <https://www.caschooldashboard.org/>

In Math, just one of the traditional schools (Downtown Business) and one charter (Larchmont) are “above standard.”



Source: <https://www.caschooldashboard.org/>

VLGA will offer students and families in this community another option for a small, high-performing high school.

VLGA WILL MEET THE SPECIFIC EDUCATION INTERESTS, BACKGROUNDS AND CHALLENGES OF STUDENTS IN LOS ANGELES

Beyond the demographic characteristics of the target community in Los Angeles that are detailed above, and the demographics and performance of the existing traditional public schools in the target neighborhood, the specific educational interests, backgrounds or challenges of students in the community are well-known to VLGA as we have been serving this community with Vista Charter Middle School since 2010, and Vista Horizon Global Academy (TK/K-5) since 2019. We know our students experience high rates of childhood trauma borne out of their experiences with poverty, including strains on the family such as housing and food instability.

Notably, all of the foregoing data is pre-pandemic; we are only beginning to learn the full impact of the pandemic on our youth. An *L.A. Times* October 2021 analysis of data showed:

- The gap in grades that existed before the pandemic between Black and Latino students and white and Asian counterparts widened to as much as 21 percentage points.
- Elementary school reading scores dropped 7 percentage points overall, while gaps between Black and Latino students and white and Asian classmates grew to 26 percentage points or more.
- More than 200,000 students are not meeting grade-level goals in math and reading.¹³

Chronic absenteeism has skyrocketed, from an already-high 19% prior to the pandemic to 46% in 2021-22 as of March 2022.¹⁴ “In addition to surging COVID-19 cases at the end of 2021, schools have faced severe staff shortages, high rates of absenteeism and quarantines, and rolling school closures. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time.”¹⁵ One study from March 2021 concluded that:

- More than 13,000 middle and high school students consistently disengaged in fall 2020. An additional 56,000 did not actively participate on a daily basis.
- Two in three students are falling behind in literacy and math.
- Black and Latino students have been disproportionately affected.¹⁶

Especially alarming is the “warning flag” raised by the study’s authors: “Within the next four years alone, 40,000 current LAUSD high school students or more are at risk and could potentially not earn

¹³ Esquivel, P., Lee, I., *Falling grades, stalled learning. L.A. students ‘need help now,’ Times analysis shows*, L.A. Times, October 21, 2021, <https://www.latimes.com/california/story/2021-10-21/covid-era-learning-challenges-laUSD-after-school-closures>

¹⁴ Esquivel, P., *Nearly half of LAUSD students have been chronically absent this year, data show*, L.A. Times, March 31, 2022, <https://www.latimes.com/california/story/2022-03-31/laUSD-students-chronic-absent-amid-covid-pandemic>

¹⁵ Kuhfeld, M., et al, *The pandemic has had devastating impacts on learning. What will it take to help students catch up?*, Brookings, March 3, 2022; <https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/>

¹⁶ Blume, H. *LAUSD students suffered ‘alarming’ academic harm during pandemic, report says*, L.A. Times, March 31, 2021. Retrieved from <https://www.latimes.com/california/story/2021-03-31/laUSD-covid-data-show-alarming-learning-harm-report-on-December-15>, 2021.

their high school diploma.”¹⁷ The National Alliance on Mental Illness has also collected data and reporting on the impacts of the pandemic on our children and youth,¹⁸ including this, from the New York Times:

The shuttering of the American education system severed students from more than just classrooms, friends and extracurricular activities. It has also cut off an estimated 55 million children and teenagers from school staff members whose open doors and compassionate advice helped them build self-esteem, navigate the pressures of adolescence and cope with trauma....mental health experts worry about the psychological toll on a younger generation that was already experiencing soaring rates of depression, anxiety and suicide before the pandemic....¹⁹

According to the *2021 County Health Rankings for California*, Los Angeles County ranks 58 out of 58 counties for Physical Environment, which includes Housing, transit, air and water quality factors; 33% of Los Angeles County residents experience “severe housing problems,” which means they experience at least one of four housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities.²⁰ Lack of appropriate access to health care and other supports, drug and alcohol abuse, teen pregnancy, gang involvement and other factors contribute further to childhood trauma, as children witness and experience violence and these other challenges in their neighborhood and even their own homes.

Unsurprisingly, with the economic and other stressing impacts of the pandemic, crime rates across Los Angeles have increased. After increases in 2020 and 2021, the homicide rate during just the first half of 2022 has set records, with homicides up 35% in Los Angeles in just two years.²¹ Overall, violent crime has increased 8% across the city. Gang-related crime, domestic violence, and crime among the homeless have all increased.²² In our neighborhood, the statistics – and their very real impact on our students and families -- are a concern.

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;²³ one study on the mental health of students in LAUSD (*pre-pandemic*) revealed that 98% of students reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.²⁴ In a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing *three or more* traumatic events.²⁵ We expect similar rates for the

¹⁷ Ibid.

¹⁸ <https://namica.org/school-during-the-pandemic-mental-health-impacts-and-help-for-students-and-families/>.

¹⁹ Levin, D. in *a World ‘So Upside Down,’ the Virus Is Taking a Toll on Young People’s Mental Health*, N.Y. Times, May 20, 2020, <https://www.nytimes.com/2020/05/20/us/coronavirus-young-people-emotional-toll.html>

²⁰ www.countyhealthrankings.org

²¹ <https://www.bloomberg.com/news/articles/2022-06-28/los-angeles-murders-up-35-in-two-years-as-gun-violence-surges>; Rector, K., *Inside an LAPD Crime Briefing: Homicides, ‘Hood Days’ and ‘Compounding’ Violence*, L.A. Times, October 31, 2021. Retrieved <https://www.latimes.com/california/story/2021-10-31/inside-lapd-crime-briefing> on Dec. 15, 2021.

²² Ibid.

²³ The National Child Traumatic Stress Network, “Facts & Figures”. Retrieved from <http://www.nctsn.org/resources/topics/facts-and-figures> on 6/26/17

²⁴ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17

²⁵ An Integral Part of The Education team. Retrieved from <https://achieve.lausd.net> on 4/4/19

students we will serve at VLGA. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.²⁶

Lack of affordable, quality child care means most of these children arrive in public elementary schools without the having had the benefits of quality early learning programs and are thus already behind their peers across the State. VCPS are designed quite intentionally to serve these students. At VCPS, teachers, students, and families are all united around the same goal - college and a choice-filled life.

Based on our years of experience working with this community, and our success in achieving strong outcomes for these students, we are confident that VLGA will offer families who reside in LAUSD an option for their students to attend a high-performing public high school that is carefully designed to meet their needs, developed from the strong foundation that VCPS has established. VCPS is founded on the vision of improving educational and life outcomes for students in communities where poverty and crime rates are high, and educational attainment and outcomes in local public schools are low.

VLGA WILL MEET THE INTENT OF THE CA CHARTER SCHOOLS ACT OF 1992 AND LAUSD PRIORITIES

Building on the success VCPS has established over the past decade, the new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following”:²⁷

- (a) Improve pupil learning:* through extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:* led by the Student Support Team, the Charter School will provide a Multi-Tiered System of Supports for all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, extended days and intervention/enrichment groups in order to increase learning opportunities for all students.
- (c) Encourage the use of different and innovative teaching methods:* by providing comprehensive and ongoing professional development and coaching to all of our instructional staff, teachers will be encouraged to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual student’s needs are met.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system:* VLGA will offer families in the Los Angeles community a choice to enroll their grades 9-12 children a small school alternative to the

²⁶ How Does Trauma Affect Children? Retrieved from <http://traumaawareschools.org/impact> on 4/4/19

²⁷ CA Ed. Code § 47601.

neighborhood resident schools, with a global and STEAM focus that includes CTE Pathways in Health Science, Business and Climate Change.

(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: with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the VCPS Board of Directors, the charter authorizer, and all stakeholders.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools; while we do not subscribe to “competition” between public schools, VCPS is committed to collaboration with other schools in LAUSD to disseminate our best practices in meeting the needs of underserved students. (Cal. Ed. Code Section 47601.)

VLGA MEETS THE REQUIREMENTS OF THE CHARTER SCHOOLS ACT AND THIS CHARTER MUST BE APPROVED

In accordance with the recently amended provisions of the California Education Code, we respectfully submit that the Board of LAUSD should find that this charter petition to establish VLGA for a five-year charter term must be approved. As detailed in the Education Code:

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings²⁸

We address each of the eight potential findings²⁹ in turn:

| Criteria | Met/Not Met | Notes |
|--|--------------------|---|
| (1) VLGA presents [a <u>sound</u>] educational program for the pupils to be enrolled in the charter school. | Met | See Elements 1-3, 6 and 10. Our research-based program will offer a rigorous, standards-aligned educational program for grades 9-12. |
| (2) VLGA demonstrably [is <u>likely to successfully implement</u>] the program set forth in the petition. | Met | See Elements 4-5, Tabs 2, 5, 7, 8, 10, 11, 13; the Founding Team has extensive, diverse experience and expertise – including founding and leading the five existing Vista charter |

²⁸ Education Code §47605(c).

²⁹ Education Code §47605(c)(i)-(viii).

| | | |
|--|------------|--|
| | | schools -- that will support the design, development and implementation of successful new charter school. |
| (3) The petition contains the number of signatures required by subdivision (a). | Met | See Tabs 1 and 5 (teacher signatures, credentials and resumes from five teachers, well in excess of the 50% required based on Y1 enrollment of 125 students with six teachers on staff); we also have attached some parent signatures collected to date. |
| (4) The petition contains an affirmation of each of the conditions described in subdivision (e). | Met | See Assurances, Affirmations and Declarations (before Element I). |
| (5) The petition contains reasonably comprehensive descriptions of Elements 1 through 15, as detailed in the Education Code. | Met | See Elements 1-15. |
| (6) The petition contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. | Met | See Assurances, Affirmations and Declarations (before Element 1) and Element 13. |
| (7) The charter school is <u>[demonstrably likely to serve the interests]</u> of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding [for denial] under this paragraph shall detail specific facts and circumstances that analyze | Met | See narrative just below this table; Tab 13 (Community Impact Assessment). |

| | | |
|---|------------|---|
| <p>and consider the following factors:</p> <p>(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.</p> <p>(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.</p> | | |
| <p>(8) The school district [<u>is positioned</u>] to absorb the fiscal impact of the proposed charter school. A finding that the district cannot absorb the fiscal impact of the new charter school is satisfied if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification</p> | <p>Met</p> | <p>LAUSD has a <u>positive</u> certification, thus (8) does not apply.³¹</p> |

³¹ California Department of Education. Interim Status. Accessed on August 28, 2021.
<https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp>.

| | | |
|--|--|--|
| pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial. ³⁰ | | |
|--|--|--|

Regarding the seventh criteria considering the “fiscal impact” of VLGA on the District, while we reserve the option to apply for a Proposition 39 co-location, our intent is to occupy a private facility, first at 2600 W. Temple Street, Los Angeles, CA 90026, the current location of Vista Charter Middle School. For our long-term facilities' needs, we are working with Red Hook Capital to identify a suitable property in the community to develop. As a matter of facilities or operations, VLGA will have a negligible impact on LAUSD.

While many authorizing districts may have concerns about the fiscal impact of new charter schools on their own bottom line as they face declining enrollment, our enrollment of 500 high school students by the time we reach full capacity in Y4 should not have a negative impact on a school district that has more than 600,000 students.

As detailed in the District’s required Community Impact Assessment (CIA), which is attached at Tab 13 -- along with 156 separate pieces of “evidence” *totaling several thousand pages* – the addition of VLGA to the community will not impact any single school’s enrollment or negatively undermine their programs. (See Section 6 of the CIA). Moreover, the existing traditional and charter high schools in the community are not providing the type of services, academic offerings and programmatic offerings that VLGA will provide. As detailed in Section 5.c. of the attached CIA:

Across the five traditional public high schools (which include 14 different smaller learning academies) and six charter schools detailed above, VLGA of course shares some common traits: some of the schools offer some PBL and hands-on learning, some offer interdisciplinary learning, some offer PLTW, many have partnerships with community service organizations and businesses; some offer CTE pathways and some offer dual enrollment options; all offer some degree of psycho-social and college counseling (with widely varying capacity), parent engagement (in varying degrees), and student clubs and a variety of electives. Yet none of these schools offers:

- Vista’s Framework for Engagement
- Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
- CTE Pathways in Business (similar pathways focus more on finance/accounting – e.g., Downtown Magnets and Roybal -- or business and tourism (Contreras), rather than our international business focus), or especially our exciting new Climate Change pathway that is currently being developed with university partners. (Roybal’s School of Law and Medicine does offer PLTW courses in bio-med). Based on our research, none of the area charter schools offers CTE Pathways and only one, Alliance Tajima, offers dual enrollment classes.
- Advisory/Global Hour for *daily* personalized targeted supports and *daily* tutoring during Zero Period.

³⁰ Education Code § 47605(c).

- Full-time on-site School Psychologist and additional psycho-social supports and SEL throughout the program, including Way of Council.

Nor do any of these schools (traditional or charter) offer VLGA's particular combination of approaches for engaging, personalized, data-driven instruction with a focus on global competencies, STEAM integration, MTSS, integrated and designated ELD, intensive parent engagement strategies including home visits, and intensive teacher PD and coaching with Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc. VLGA will build upon the success of our elementary and middle school programs to offer a seamless TK-12 learning experience (only one other nearby school, Larchmont Charter, offers a TK-12 model, though their elementary and middle grades campuses are located well outside our target community). (Tab 13, CIA Form and Evidence.)

Finally, we note that most of the existing LAUSD high schools available to students in the Downtown and MacArthur Park Communities of Schools are struggling to realize strong academic outcomes for the students they serve, as indicated by the data shown here and in Section 6 of the CIA. We are confident that this charter petition to establish VLGA in Los Angeles presents an exemplary public school option for families of children in grades 9-12, and we look forward to partnering with LAUSD to offer an important option for families in the District.

ENROLLMENT PLAN

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter.

| Grade | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 |
|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 9 | 125 | 125 | 125 | 125 | 125 |
| 10 | | 125 | 125 | 125 | 125 |
| 11 | | | 125 | 125 | 125 |
| 12 | | | | 125 | 125 |
| Total Enrollment | 125 | 250 | 375 | 500 | 500 |

GOALS AND PHILOSOPHY

VLGA believes that all cultures matter. Our unique global perspective combined with a STEAM focus will teach students to honor other cultures and perspectives, to fully embrace their own cultural heritage and, and to build the technical skills to compete in the 21st Century.

MISSION AND VISION

The mission of VLGA is to create a college and career preparatory learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms as they pursue a pathway of study in Health Science, Business or Climate Change. We will provide a quality education for all students by creating a learning community that involves students in

their development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to be successful in college and careers as well as the development of life-long learning skills.

VLGA's students will have power in the establishment of their identities. They will create the vision of who they are, the path that they choose in life, and the reason they have chosen it. They will be considered critical constructors of knowledge in an ever-changing and interconnected society. Their learning and development will be constructed and fostered in an environment that focuses on individual strengths, need, and desires through a differentiated approach.

We will achieve our mission and vision based on extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning. We see these areas not as separate foci, but rather as a nested symbiotic grouping that works together to transform the school experience.

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.³² At VLGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed.

The VCPS global educational approach combines teaching global competencies through Asia Societies International Study Schools Network.³³ We believe that globally competent students have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students' "why" questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Finally, through carefully designed school structures, policies and programs, VLGA will provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies,³⁴ Way of Council³⁵ and other acclaimed programs help engage our students and develop their capacity for success.

³² Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Vygotsky, L. (1987). Zone of proximal development. *Mind in society: The development of higher psychological processes*, 5291, 157. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

³³ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

³⁴ Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.

³⁵ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

AN EDUCATED PERSON IN THE 21ST CENTURY

Developed at the turn of the 20th century, our current educational system was designed to meet the needs of the industrial revolution, with its emphasis on factory and assembly-line production jobs.³⁶ Unfortunately, a person time-traveling from 1918 to 2018 would feel too much at home, too familiar with the classroom culture at many schools across California and our nation. Too many students are still asked to sit quietly for six hours each day, as their teachers lecture, or they are asked to work silently on isolated skills and have faith that these will somehow be relevant in their adult lives.

This pedagogical style may have been appropriate when our country needed workers able to do the same task, over and over, on one part that would eventually be one piece of a car, boat, or machine. Those jobs met the needs of an industry-based society; workers today need the technical skills to manage—and succeed—in an increasingly complicated high-tech and automated world. On a daily basis, the media reports on the effects of this new economy and what it means to be a qualified worker today.³⁷ Workers in traditional occupations are experiencing some of the most profound impacts, as car manufacturing plants, factories, and coalmines close, giving way to innovations in manufacturing and energy development. A 2013 Oxford University study predicted that roughly 700 common jobs are susceptible to future automation.³⁸ Another recent study out of University of Redlands' Institute for Spatial Economic Analysis showed that approximately 60% of the Southern California workforce is vulnerable to being replaced by automation in the next 10 to 20 years.³⁹ The world around us is rapidly evolving, and so our schools must also evolve.

Mastery on standardized tests and traditional approaches to the acquisition of knowledge are not sufficient for today's youth. With an ever-widening opportunity gap preventing youth from contributing meaningfully in today's society and economy, we must step back and reassess both *how* children at different stages of development learn and the environments that best nurture learning. Schools with experiential and hands-on learning models – *that is, where students are building the independence to think deeply, test ideas, solve problems, and reflect on their own learning and growth*—are teaching us something profound about student learning and potential. It is increasingly clear that both academic (up to and through college) and life success in the 21st century demands the development of deeper learning, cultural competency, and social emotional skills that develop both our humanity and our career-readiness.⁴⁰

At VLGA, we believe that if students are to successfully enter into college and career, they should be educated in a way that prepares them to be adaptable, creative, critical thinkers; they must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not even exist yet. VLGA's unique educational approach will combine teaching global competencies in tandem

³⁶ Spring, J. (2017). *American education*. Routledge.

³⁷ McKinsey Global Institute. (2017). Technology, jobs and the future of work. Accessed from <https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work>.

³⁸ Frey, C. B., & Osborne, M. (2013). The future of employment.

³⁹ Semuels, A. (2017). The Parts of America Most Susceptible to Automation. *The Atlantic*. Accessed from: <https://www.theatlantic.com/business/archive/2017/05/the-parts-of-america-most-susceptible-to-automation/525168/>.

⁴⁰ National Research Council. (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in rigorous post-secondary schools and a global economy.

We believe that 21st century competence starts with global competence.⁴¹ Preparing all students for college, work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works.⁴² Students will be able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students will recognize that because they have a unique perspective that someone else may not share, it is essential to listen and consider views that are divergent from their own.

Students who are 21st century-ready and globally competent effectively communicate their ideas with diverse audiences, often through the use of appropriate technology.⁴³ By applying what they have learned, our students will translate their ideas into appropriate actions to discover solutions to local and global challenges.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. In this age of technology, information is shared globally almost instantaneously. And, with over 200 million migrants worldwide, migration and immigration are creating societies that are enormously diverse, linguistically and culturally. More than ever, people, cultures, and nations are interdependent. Schools must therefore prepare students to solve problems on a global scale and participate effectively in a global economic and civic environment. Put simply, schools must prepare students to be *globally competent*.

VLGA, as a part of the VCPS organization, will be a member of the Community Catalyst Partners' International Student Study Network (ISSN), which will serve as a foundation for our global studies. Community Catalyst Partners is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Since its inception, Community Catalyst Partners' ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. VLGA will work with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.⁴⁴ Community Catalyst Partners and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world.

Supported by a foundation of knowledge and understanding developed through rigorous disciplinary and interdisciplinary study, the 21st century learner is globally competent and able to do the following:

Investigate the World. Globally competent students ask and explore critical questions and "researchable" problems that are *globally significant*, addressing important phenomena and events that

⁴¹ Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.

⁴² Pusch, M. D. (2009). The interculturally competent global leader. *The SAGE handbook of intercultural competence*, 66-84.

⁴³ Hutchison, A., & Beschoner, B. (2018). Mobile Devices and Multimodal Textual Practices. In *Mobile Technologies in Children's Language and Literacy: Innovative Pedagogy in Preschool and Primary Education* (pp. 83-97). Emerald Publishing Limited.

⁴⁴ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

are relevant in their own communities and communities across the globe. Globally competent students can articulate the significance of their questions and know how to respond to questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.⁴⁵

Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not subscribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.⁴⁶

Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that they may see different meanings in the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and collaboratively participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively utilize appropriate technology and media to communicate with disparate audiences, including through respectful online social networking. While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. Students receive Spanish language instruction as well as literacy in English. Building literacy in English and Spanish reinforces pride in our students' primary language (mostly Spanish) and validates the diverse cultures they come from. VLGA will also provide access to language instruction for an Asian language once enrollment increases to capacity.

Take Action. What skills and knowledge will it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities-- from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we don't even know we need. Globally competent students ethically and creatively envision and weigh options for action, assess the potential impact of that action, take into account diverse opinions and potential consequences of the action, and show courage to execute a plan and reflect on it later.

Apply Disciplinary and Interdisciplinary Expertise. Global competence requires that students master content knowledge detailed in the California Common Core State Standards and apply appropriate methods of inquiry within and across disciplines as historians, scientists, and artists. Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens. A competitive advantage will go to those students who are aware of global events, can comprehend the intersections of environmental, financial, social, and other systems, and

⁴⁵ Mansilla, V. B., & Jackson, A. (2013). Educating for global competence: Learning redefined for an interconnected world. *Mastering Global Literacy* (5-27). New York: Solution Tree.

⁴⁶ Ibid.

understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and participate in dialogues about a rapidly evolving world.

Finally, we note that the three college/career pathways offered by VLGA (Health Science, Business and Climate Change) are each of critical importance and relevance in real time world events. The current Covid-19 pandemic, global challenges relating to climate change, and debates over international trade and business are all receiving heightened attention in the media and public eye. Our students will be able to engage in meaningful, dynamic learning that motivates them to see a role they can play in participating in these ongoing debates and discussions and having a real impact on the world around them.

HOW LEARNING BEST OCCURS

At VLGA, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement will be at the heart of the VLGA learning experience. We see engagement as an act that connects us to each other and to the physical world. Engaged students are focused, actively involved in school's social and educational opportunities, and academically successful.⁴⁷

While there have been some overall improvements for all students of all races, the achievement gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts.⁴⁸ There is increasing academic interest and emphasis on the importance of supportive instructional strategies such as scaffolding and formulating safety nets for at-risk students.⁴⁹ Research has increasingly demonstrated that engagement is a critical factor in positive student outcomes.⁵⁰ This is crucially important as many researchers regard the opposite of engagement as disengagement,⁵¹ which is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys.⁵² Multiple studies have shown a significant correlation between engagement and achievement.⁵³ With researchers suggesting that between 25% and 66% of students may be disengaged,⁵⁴ engagement may be the North Star for promising practices that address the needs of at-risk students.

⁴⁷ Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht.

⁴⁸ Torlakson, P. I. T. (2013). Recommendations for transitioning California to a future assessment system. *Sacramento, CA. California Department of Education.*

⁴⁹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁵⁰ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

⁵¹ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁵² Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education, 42*(6), 536-559.

⁵³ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: what is it? Why does it matter? *Handbook of Research on Student Engagement.*

⁵⁴ Finn, J. D. (1989). Withdrawing from school. *Review of educational research, 59*(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1).

A priority for VLGA is to close the achievement gap for our target student population, historically underrepresented students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for these at-risk student populations.⁵⁵ Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.⁵⁶ For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.⁵⁷ Therefore, VLGA will prioritize increasing our students' social capital within the design of our educational program.

VLGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.⁵⁸ The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing awareness of time and space.⁵⁹

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.⁶⁰ It may also be measured qualitatively and includes paying attention, responding to teacher's questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates.⁶¹ Research is clear that behavioral engagement has a significant effect on achievement.⁶² This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

⁵⁵ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V* (pp. 1099-1120). National Association of School Psychologists.

⁵⁶ Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, 67, 1-40.

⁵⁷ Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, 19(1), 185-210.

⁵⁸ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

⁵⁹ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁶⁰ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁶¹ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁶² Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

Emotional engagement. There is a strong correlation between behavior and emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community.⁶³ Multiple studies affirm the connection between student attitudes about school and participation rates; students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students.⁶⁴

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning.⁶⁵ In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning.⁶⁶

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the VLGA experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.⁶⁷ A state of flow can best be described as total absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.⁶⁸ When a person is in flow, he or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent.⁶⁹

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit.⁷⁰ This state of optimal engagement can be traced to the work of Lev Vygotsky, a psychologist who introduced the notion of the Zone of Proximal Development (ZPD).⁷¹ ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in the VLGA experience. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. VLGA will help students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task.⁷² Further, we recognize the

⁶³ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

⁶⁴ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁶⁵ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁶⁶ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁶⁷ Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

⁶⁸ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁶⁹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁷⁰ Ibid.

⁷¹ Vygotsky, L. S. (1987). *Problems of general psychology*.

⁷² Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

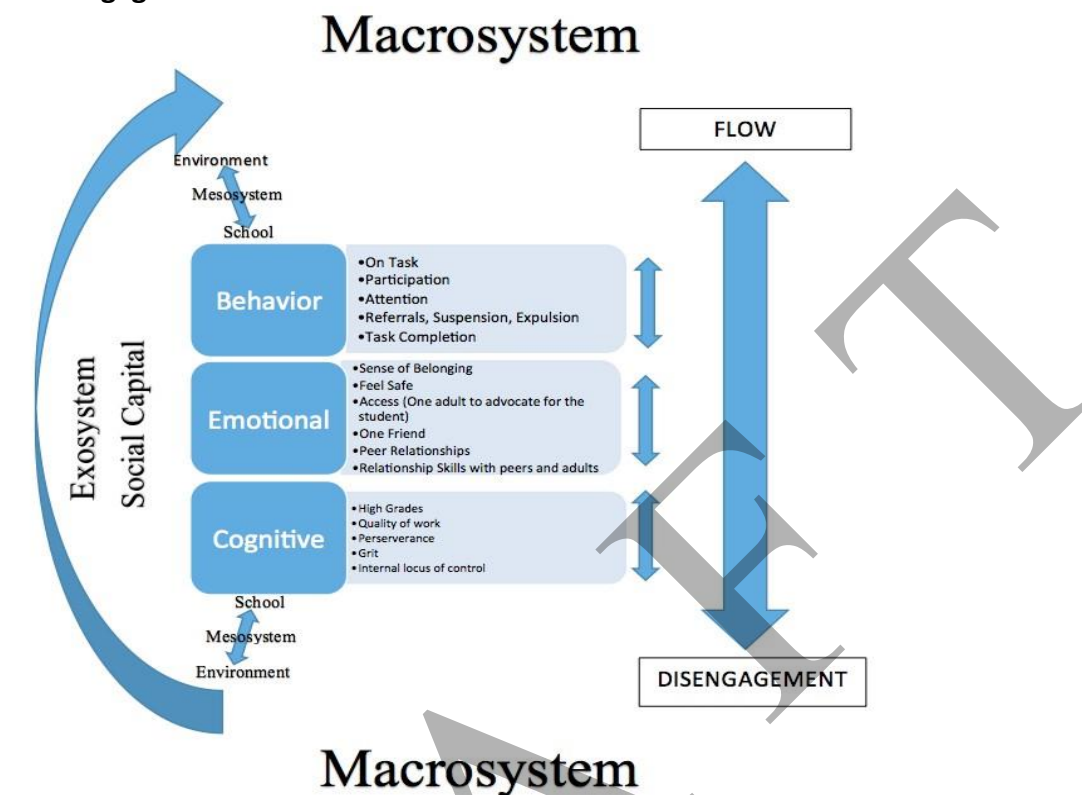
Nowhere is this capacity to engage deeply in a task or endeavor more critical than in the high school years. Their experience with flow will empower VLGA's high school students to engage in rigorous tasks independently and fully. The capacity to experience flow can also be defined as a set of critically important executive functioning skills that will serve our graduates well at the post-secondary level where their learning will be largely self-directed.

At VLGA all programs, processes, and procedures will be evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains drives increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap. This framework is based on the work of our Superintendent, Dr. Donald Wilson, and a team from the University of Southern California that conducted an extensive review of the literature on engagement and achievement, with a close look at the work of Urie Bronfenbrenner (Neal & Neal, 2013).⁷³ Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.⁷⁴ Bronfenbrenner's Ecological Systems Theory includes the macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework (see chart below). The macrosystem, or attitudes and ideologies of the culture, combine with a student's microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

⁷³ Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development*, 22(4), 722-737.

⁷⁴ Ibid.

Framework for Engagement



In short, the framework provides the bases of the pedagogical stance that our school must provide instruction that gives students the opportunity to build social and emotional capital, as well as acquire strong academic and technical skills. The three domains of engagement must be present to increase student engagement and increase social capital for our students. Students learn best with programs that provide engagement in multiple domains. For instance, while Kagan Cooperative Strategies provides structures to increase cognitive engagement, they are embedded in social/emotional strategies like complimenting a partner, greetings, and thanking teams and partners after working together. Further, they address behavioral issues of staying on task, participation, and attention. Another example of how VLGA will support high student engagement is through Way of Council, which grants students many opportunities to reflect about how their own thinking affects outcomes, and thus, increases cognitive engagement.⁷⁵ Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

VLGA will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

⁷⁵ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, VLGA's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

| LCFF STATE PRIORITIES | |
|---|--|
| GOAL #1 | |
| <p>CONDITIONS OF LEARNING</p> <p>All VLGA students will have access to a high-quality education program taught by qualified teachers.</p> | <p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p> |
| Specific Annual Actions to Achieve Goal | |
| <p>Priority 1 (Basic Services)</p> <p><i>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> - VLGA will hire, supervise, evaluate and retain qualified teaching staff. - VLGA will ensure verification of proper credentials and DoJ clearance prior to start of employment. - VLGA will actively recruit qualified teachers reflecting student ethnic demographics <p><i>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> - VLGA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials. - VLGA will review alignment of instructional materials to standards. - VLGA will maintain an annual inventory of instructional materials and respective purchase of materials. - VLGA budget will be reviewed every year to ensure adequate budget for instructional materials is in place. <p><i>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p> <ul style="list-style-type: none"> - VLGA facilities will be maintained and cleaned by custodial staff - VLGA will do annual and monthly facility inspections to screen for safety hazards. - VLGA will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff <p>Priority 2 (Implementation of State Standards)</p> | |

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- VLGA will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- VLGA will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs.
- VLGA will provide PD to teachers examining CAASPP, Renaissance, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)

- VLGA will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- VLGA will provide 1:1 technology (Chromebooks) to ensure access to web resources and curriculum tools.
- VLGA will hire, train, supervise and evaluate qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.
- VLGA staff and administration will review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at VLGA appropriately assigned and with appropriately credentialed personnel.

| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|---------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Hispanic/Latino | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learner | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |

Priority 1 Outcome 2: All VLGA students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

Metric/Method for Measuring: % of VLGA students who will have sufficient access to standards-aligned instructional materials.

| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|---------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Hispanic/Latino | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learner | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged | 100% | 100% | 100% | 100% | 100% | 100% |

| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| Priority 1 Outcome 3: VLGA facilities will be maintained and cleaned through a contract with custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d). Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| Hispanic/Latino | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| English Learner | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| Socioeconomically Disadvantaged | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| Students with Disabilities | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| Priority 2 Outcome 1: VLGA will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation. Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations. | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Hispanic/Latino | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learner | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| Priority 7 Outcome 1: All VLGA students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, History, Science, World Languages, Advisory, Health/PE, visual/performing arts, CTE Pathways, and additional electives) outlined in the charter petition, including A-G and AP courses. Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition. | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Hispanic/Latino | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learner | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |

LCFF STATE PRIORITIES

GOAL #2

| | | | | | | | | | | |
|---|--|---------------------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------------|----------------------------|----------------------------|--|
| <p style="text-align: center;">PUPIL OUTCOMES</p> <p>Every VLGA student will have the right to a personalized and individualized education.</p> | <p>Related State Priorities:</p> <table border="0"> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p> | <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 | <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 | | | | | | | | |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 | | | | | | | | |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | | | | | | | | | |
| <p>Specific Annual Actions to Achieve Goal</p> | | | | | | | | | | |
| <ul style="list-style-type: none"> - <i>Priority 4 (Pupil Achievement)</i> - <i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new CA Dashboard</i> - <i>VLGA will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.</i> - <i>VLGA will provide comprehensive professional development to support student achievement.</i> - <i>VLGA will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.</i> - <i>Priority 4 Outcome 2 – Share of English learners that become English proficient</i> - <i>See above; plus: VLGA will implement the Vista Public Schools English Learner Master Plan.</i> - <i>VLGA will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs</i> - <i>VLGA will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</i> - <i>VLGA will provide professional development related to EL support, including ELPAC training and re-designation criteria.</i> - <i>VLGA will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</i> - - <i>Priority 4 Outcome 3- English learner reclassification rate</i> - <i>Same as Priority 4 Outcome 2 above, plus:</i> - <i>VLGA budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.</i> - <i>VLGA will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs</i> - - <i>Priority 4 Outcome 4 - All high school students, including all subgroups, will make adequate progress on the standardized assessments.</i> - <i>All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SWD, for CCSS in ELA/ELD, math, NGSS and prep test support</i> - <i>All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly</i> - - <i>Priority 4 Outcome 5 – All students, including all subgroups, will make adequate progress toward A-G completion</i> - <i>VLGA will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.</i> - | | | | | | | | | | |

- *Priority 4 Outcome 6 – All students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.*
- *VLGA will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.*
- *VLGA will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.*
- *Priority 8 (Other Pupil Outcomes)*
- *Priority 8 Outcome 1 - VLGA will offer all students, including all subgroups, a rigorous, high-quality STEAM curriculum.*
- *VLGA will provide three CTE pathways in Health Science, Business and Climate Change for students to complete dual enrollment and work-based learning experiences.*
- *VLGA will provide resources, professional development, time and materials for all students to engage in meaningful, hands-on learning in STEAM activities via PLTW curriculum and other “best practices” STEAM learning opportunities.*
- *VLGA will educate its students to be globally competent through its partnership and resources with Community Catalyst Partners’ International Studies Schools Network. Through this model students will learn to 1) Investigate the World, 2) Recognize different perspectives, 3) Communicate their ideas, and 4) Take Action.*

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: VLGA students, including all significant subgroups, will meet or exceed state averages, or nearby similar comparison schools, along with annual targets for growth on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|---------------------------|----------|-----------|-----------|---|--|--|
| All Students | N/A | | | Baseline with first class of 11 th graders: meet/exceed state average or nearby similar comparison schools | School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in | School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in |

| | | | | | ELA and Math. | ELA and Math. |
|-----------------|-----|--|--|---|--|--|
| Hispanic/Latino | N/A | | | Baseline with first class of 11 th graders | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math. | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math. |
| English Learner | N/A | | | Baseline with first class of 11 th graders | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in |

| | | | | | ELA and Math. | ELA and Math. |
|---------------------------------|-----|--|--|---|--|--|
| Socioeconomically Disadvantaged | N/A | | | Baseline with first class of 11 th graders | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math. | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math. |
| Students with Disabilities | N/A | | | Baseline with first class of 11 th graders | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in | School-wide and all significant subgroups will meet/exceed meet/exceeded state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in |

| | | | | | ELA and Math. | ELA and Math. |
|---|----------|---|--|--|--|--|
| Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed state average on the ELPI, or nearby similar comparison schools, as demonstrated on ELPAC assessments and ELPI indicator | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| English Learners | N/A | Baseline established with first year of ELPAC testing: meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP | Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP | Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP | Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP | Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP |
| Priority 4 Outcome 3: VLGA will ensure EL reclassification rate will meet or exceed the local District's reclassification rate. Metric/Method for Measuring: EL reclassification rates | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| English Learners | N/A | Baseline established with first year of reclassifications: meet/exceed District rate. | Percentage of students reclassified each year will meet or exceed local District rate. | Percentage of students reclassified each year will meet or exceed local District rate. | Percentage of students reclassified each year will meet or exceed local District rate. | Percentage of students reclassified each year will meet or exceed local District rate. |
| Priority 4 Outcome 4: VLGA students, including all significant subgroups, will meet or exceed growth targets on standardized assessments Metric/Method for Measuring: Internal benchmarks; CAASPP See Priority 4, Outcome 1 above. | | | | | | |
| Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements. Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements. | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | N/A | N/A | N/A | N/A | A-G percentag | A-G percentag |

| | | | | | e rates will meet or exceed District Average | e rates will meet or exceed District Average |
|---|---|-----------|---|---|--|--|
| Hispanic/Latino | N/A | N/A | N/A | N/A | A-G percentage rates will meet or exceed District Average | A-G percentage rates will meet or exceed District Average |
| English Learner | N/A | N/A | N/A | N/A | A-G percentage rates will meet or exceed District Average | A-G percentage rates will meet or exceed District Average |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | A-G percentage rates will meet or exceed District Average | A-G percentage rates will meet or exceed District Average |
| Students with Disabilities | N/A | N/A | N/A | N/A | A-G percentage rates will meet or exceed District Average | A-G percentage rates will meet or exceed District Average |
| Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | TBD with first AP test results. CTE Pathway completion %s will be TBD with first | N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average CTE Pathway completion | AP pass rates will meet or exceed local District average CTE Pathway completion |

| | graduating class | | | | % rates will be established | % rates will be established |
|---------------------------------|--|-----|---|---|--|--|
| Hispanic/Latino | TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class | N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established |
| English Learner | TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class | N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established |
| Socioeconomically Disadvantaged | TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class | N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established |

| | | | | | | |
|----------------------------|--|-----|---|---|--|--|
| Students with Disabilities | TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class | N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average N/A | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established | AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established |
|----------------------------|--|-----|---|---|--|--|

Priority 8 Outcome 1: All VLGA students will participate in a rigorous, high-quality STEAM curriculum.

Metric/Method for Measuring: % of access to STEAM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|---------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Hispanic/Latino | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learner | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |

| LCFF STATE PRIORITIES | |
|---|---|
| GOAL # 3 | |
| <p style="text-align: center;">ENGAGEMENT</p> <p style="text-align: center;"><i>VLGA student academic achievement is supported by parents.</i></p> | <p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> |
| Specific Annual Actions to Achieve Goal | |
| <p>Priority 3 (Parental Involvement)</p> <p><i>Priority 3 Outcome 1 –Efforts to seek parent input in decision making.</i></p> <ul style="list-style-type: none"> - VLGA will engage parents in a series of relevant and interesting workshops related to their student’s success, including workshops pertaining to A-G and financial aid for college-bound students. - VLGA will maintain school website as a communication tool for the community. | |

- VLGA will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.
- The VLGA Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events.

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- VLGA parent outreach and communications will stress the importance of attendance and arriving at school on time each day
- VLGA's School Psychologist will oversee student attendance and works with the Office Manager and Administrative Team to help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.

Priority 5 Outcome 2 – Dropout rates

- VLGA will offer an engaging and meaningful program that motivates students to stay in school, including electives in the arts, technology and World Languages, and an engaging after-school program and clubs.
- VLGA's Principal and the MTSS team will carefully monitor student achievement data on a continuous basis and will identify students who are at-risk of dropping out in order to provide comprehensive intervention and support via our MTSS program.

Priority 5 Outcome 3 – Graduation Rates

- VLGA will maintain a high annual graduation rate See Specific Annual Actions above for Priority 5 Outcome 2, Dropout Rates.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- VLGA will provide training and support for restorative justice practices and Way of Council
- VLGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 2 – pupil expulsion rates

- VLGA will provide training and support for restorative justice practices and Way of Council
- VLGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- VLGA will implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: VLGA will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents attending 2+ events annually

| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|---------------------------|----------|---------------------|---|---|---|---|
| All Students | N/A | Establish baseline. | Increase parent participation rate annually | Increase parent participation rate annually | Increase parent participation rate annually | Increase parent participation rate annually |

| | | | | | | |
|---|----------|---------------------|---|---|---|---|
| | | | (target estimated at 2-3% annually) | (target estimated at 2-3% annually) | (target estimated at 2-3% annually) | (target estimated at 2-3% annually) |
| Hispanic/Latino | N/A | Establish baseline. | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) |
| English Learner | N/A | Establish baseline. | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) |
| Socioeconomically Disadvantaged | N/A | Establish baseline. | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) |
| Students with Disabilities | N/A | Establish baseline. | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) | Increase parent participation rate annually (target estimated at 2-3% annually) |
| Priority 3 Outcome 2: VLGA Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership. | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | N/A | 100% | 100% | 100% | 100% | 100% |
| Hispanic/Latino | N/A | 100% | 100% | 100% | 100% | 100% |
| English Learner | N/A | 100% | 100% | 100% | 100% | 100% |

| Socioeconomically Disadvantaged | N/A | 100% | 100% | 100% | 100% | 100% |
|---|-------------------|---|--|--|--|--|
| Students with Disabilities | N/A | 100% | 100% | 100% | 100% | 100% |
| Priority 5 Outcome 1: VLGA maintain a high attendance rate and low rate of students who are chronically absent | | | | | | |
| Metric/Method for Measuring: Attendance and chronic absenteeism rates | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | District average. | Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) |
| Hispanic/Latino | District average. | Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) |

| | | | | | | |
|---------------------------------|--------------------------|---|--|--|--|--|
| English Learner | <i>District average.</i> | <i>Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> |
| Socioeconomically Disadvantaged | <i>District average.</i> | <i>Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> |
| Students with Disabilities | <i>District average.</i> | <i>Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> | <i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i> |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | decrease annually as needed (estimated target of 1-2% annually) | low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) |
|--|--|---|--|--|--|--|

| Priority 5 Outcome 2: VLGA will maintain a low dropout rate | | | | | | |
|---|----------|--|---|---|---|---|
| Metric/Method for Measuring: Dropout rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | N/A | Dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. |
| Hispanic/Latino | N/A | Dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby comparison schools. |
| English Learner | N/A | Dropout rate that is the same or lower than nearby comparison schools. | Maintain low dropout rate that is the same or lower than nearby | Maintain low dropout rate that is the same or lower than nearby | Maintain low dropout rate that is the same or lower than nearby | Maintain low dropout rate that is the same or lower than nearby |

| | | | | | | |
|---|----------|--|---|---|---|---|
| | | | <i>comparis on schools.</i> | <i>compariso n schools.</i> | <i>compariso n schools.</i> | <i>compariso n schools.</i> |
| Socioeconomically Disadvantaged | N/A | <i>Dropout rate that is the same or lower than nearby compariso n schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby comparis on schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby compariso n schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby compariso n schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby compariso n schools.</i> |
| Students with Disabilities | N/A | <i>Dropout rate that is the same or lower than nearby compariso n schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby comparis on schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby compariso n schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby compariso n schools.</i> | <i>Maintain low dropout rate that is the same or lower than nearby compariso n schools.</i> |
| Priority 5 Outcome 3: VLGA will maintain a high graduation rate Metric/Method for Measuring: Graduation rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | N/A | N/A | N/A | N/A | <i>Graduatio n rate will be equal to or higher than that of the District Average.</i> | <i>Graduatio n rate will be equal to or higher than that of the District Average.</i> |
| Hispanic/Latino | N/A | N/A | N/A | N/A | <i>Graduatio n rate will be equal to or higher than that of the District Average.</i> | <i>Graduatio n rate will be equal to or higher than that of the District Average.</i> |
| English Learner | N/A | N/A | N/A | N/A | <i>Graduatio n rate will</i> | <i>Graduatio n rate will</i> |

| | | | | | be equal to or higher than that of the District Average. | be equal to or higher than that of the District Average. |
|--|----------|--------------|--------------|--------------|---|---|
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | Graduation rate will be equal to or higher than that of the District Average. | Graduation rate will be equal to or higher than that of the District Average. |
| Students with Disabilities | N/A | N/A | N/A | N/A | Graduation rate will be equal to or higher than that of the District Average. | Graduation rate will be equal to or higher than that of the District Average. |
| Priority 6 Outcome 1: VLGA will maintain a low suspension rate that is $\leq 2\%$. | | | | | | |
| Metric/Method for Measuring: % of student suspensions | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | N/A | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ |
| Hispanic/Latino | N/A | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ |
| English Learner | N/A | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ |
| Socioeconomically Disadvantaged | N/A | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ |
| Students with Disabilities | N/A | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ | $\leq 2\%$ |
| Priority 6 Outcome 2: VLGA will maintain a low expulsion rate that is $\leq 0.5\%$. | | | | | | |
| Metric/Method for Measuring: % of student expulsions | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| All Students | N/A | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ |
| Hispanic/Latino | N/A | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ |
| English Learner | N/A | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ |
| Socioeconomically Disadvantaged | N/A | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ |
| Students with Disabilities | N/A | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ |
| Priority 6 Outcome 3: VLGA will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff. | | | | | | |
| Metric/Method for Measuring: % of participation in school climate survey and survey results | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |

| | | | | | | |
|-----------------|-----|---|---|---|---|---|
| All Students | N/A | Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) |
| Hispanic/Latino | N/A | Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) |

| | | | | | | |
|---------------------------------|-----|---|---|---|---|---|
| English Learner | N/A | Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) |
| Socioeconomically Disadvantaged | N/A | Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) |

| | | | | | | |
|----------------------------|-----|---|---|---|---|---|
| Students with Disabilities | N/A | Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) | Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually) |
|----------------------------|-----|---|---|---|---|---|

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

VLGA has been designed to ensure that our underserved students are equipped with the skills and attitudes to become self-motivated, competent, lifelong learners. Our emphasis on engagement helps to develop students' intrinsic self-motivation to learn and succeed. VLGA will teach our students to learn *how to learn* as they actively participate in their own learning, appreciating the relevance of their learning not only in their daily lives but also the broader world around them.

Through ongoing professional development focused on how people learn, our teachers will continuously adapt their lessons and classroom experiences to meet students' needs and develop competent, skilled students in alignment with the state content standards. Through project-based learning and our emphasis on STEAM, our students will be continuously refining problem-solving and critical thinking and reflect on both their successes and "failures" as they adapt to a rapidly changing world. These habits of learning will establish a solid foundation for lifelong learning.

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

At VLGA we are committed to transforming the school experience. Teachers who push students academically and demand high standards not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement.⁷⁶ At VLGA, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The VLGA approach is one in which our adolescent students will learn by doing under the guidance of a strong mentor/teacher. We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

As students move through each high school grade, they will experience a well-rounded, holistic, and global curriculum with a STEAM focus. Mastery of basic academic standards is important and necessary, but in and of itself is an insufficient goal for our students. Low-income students of color, perhaps more than any other group of young people, benefit from an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Our students must break barriers of discrimination that too often define who we are. VLGA will adhere to the guiding principles of the traditional Japanese holistic approach "Chi-Toku-Tai" which espouses: academic prowess, moral, physical, and mental health. When the needs of the "whole child" are addressed, a zest and love for life and all its possibilities is the outcome.

At VLGA, we will create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement (see above). Research on the positive correlation of strong student engagement with higher student achievement is clear and drives our instructional design. While engagement is "easily understood by practitioners as being essential to learning,"⁷⁷ the bridge from theory to application is often difficult. At VLGA our instructional foci are based on our deep research on engagement and represent a unique combination of global competence and STEAM preparedness. We see these two areas not as separate foci, but rather as a nested symbiotic grouping that works together to address the needs of the 21st century learner.

GLOBAL COMPETENCY

VLGA will be distinguished by its collaboration and partnership with Community Catalyst Partners' International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years. The ISSN currently includes a variety of different grade levels and types of schools serving approximately 16,000 students in eight states. In keeping with the Community Catalyst Partners' original mission to serve traditionally underserved populations, the majority (63%) of ISSN students are low-income, and 73% are students of color. Four-year graduation rates and student performance rates exceed those in comparable schools. In 2011, ISSN schools had an average four-year graduation rate of 89%. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).⁷⁸

⁷⁶ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

⁷⁷ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷⁸ Asia Society. Center for Global Education International Studies Schools Network. *A GPS for Success: Updated and Improved*. Accessed from: <https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved>

The Community Catalyst Partners does not promote a single, prescriptive school design. The starting point for all of its schools is a shared definition of a college-ready, globally competent graduate. The ISSN Graduate Profile describes a student who has mastered the knowledge and skills required for college, has expertise in core content areas from a global perspective, is a proficient thinker and problem solver, can view and analyze issues and events from varying perspectives, can communicate in more than one language and collaborate across cultural boundaries, and fulfills the responsibilities of global citizenship.

VLGA will work with ISSN to develop globally competent students. To help facilitate this effort, the Community Catalyst Partners has developed a flexible ISSN School Design Matrix, adaptable to a range of school conditions. The matrix is clearly aligned with the VLGA vision and mission and sets a trajectory for our school's development across six domains:

| | |
|--|--|
| Vision, Mission, Culture | This domain addresses the school's vision, mission and culture of the school as well as the schools' expectations for all students to be ready for college and postsecondary school success. |
| Student Outcomes | This domain examines the progress being made by all students toward achieving the characteristics defined in the ISSN Graduate Profile. |
| Curriculum, Instruction, Assessment | This domain describes a consistent global focus throughout the curriculum and across all academic activities. It examines teaching strategies to meet the needs of all students. It also highlights ongoing, performance-based measures of student learning. |
| School Organization and Governance | This domain considers the degree to which the school is structured to support teaching and learning. |
| Professional Learning Community | This domain focuses on the systems of collaborative communication and professional development established to improve teaching and learning. |
| Family and Community Partnerships | This domain explores the family engagement in the school's educational mission and the connections established with local organizations and institutions. |

The detailed matrix includes quality criteria for each domain, with benchmarks that describe beginning, emerging, proficient, and exemplary implementation. Many of the quality criteria describe practices that are common to the small schools movement in general— for example, implementing a student advisory/homeroom program—or that are good practice in any setting— for example, establishing a clear and consistent grading policy. Other criteria, while not necessarily exclusive to the ISSN, exemplify the international studies approach:

Global content, skills, and perspectives are embedded in the core content areas. Students explore global topics in all of their classes. Curriculum units are often organized around global themes, supporting students to make connections across disciplines.

World languages are part of the experience. Students are highly proficient in English, have opportunities to strengthen home languages, and are introduced to new languages.

Curriculum is student-centered, authentic, globally significant, and connected to real audiences.

Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.

Global learning extends beyond the classroom. Students participate in service learning that immerses them in local and global issues, exposes them to professional opportunities, and prepares them as global citizens.

Service Learning at VLGA will be linked to the Global Performance Outcomes (GPO's) described in the section above regarding ISSN. Service learning directly addresses two of the GPO's: "Recognizing Different Perspectives" and "Taking Action." The curriculum is designed to allow students to apply learning to solving real world and local problems with an emphasis relevant global issues outlined in the United Nations Goals for Sustainability and other school identified world problems. Some examples of this might be students applying principles and learning from STEAM in project-based learning to address the issues of water scarcity, climate change, overuse of plastics, sustainable agriculture, etc. Model UN is another example of how students participate in Service Learning. Additionally, classrooms are equipped with the technology (Smart Board type technology and 1:1 Chromebook program) for online learning and exchanges with other students and classrooms around the world to collaboratively take action on relevant global issues. VLGA will seek partnerships with schools in Mexico, Guatemala, Indonesia, and Korea.

Opportunities for field trips are an integral part of the Vista experience and are planned according to grade level content and age appropriateness for length of time.

VLGA will work with the Community Catalyst Partners ISSN to further develop or revise (as needed) its curriculum according to the "SAGE" framework and VLGA guiding principles.

- **Student choice:** Students have a say in what they learn and how they learn it.
- **Authentic tasks:** Students perform tasks and investigate questions that adults would perform or study in the real world.
- **Global significance:** Students study topics, issues, and phenomena of global importance, and gain deep knowledge of countries and cultures other than their own.
- **Exhibition to a real-world audience:** Students share their work—and receive feedback—from audiences with relevant expertise, in person and on the web.⁷⁹

VLGA students can show how their learning experiences helped them achieve global competency in four domains, as detailed more fully above in the section on An Educated Person in the 21st Century:

1. Investigate the world beyond their immediate environment, framing significant problems and

⁷⁹ Asia Society. Center for Global Education. SAGE Advice. Accessed from: <https://asiasociety.org/education/sage-advice>.

- conducting well-crafted, age-appropriate research.
2. Recognize perspectives, including one's own and those of others, explaining the nature and origin of these perspectives thoughtfully and respectfully.
 3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
 4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

The ISSN framework does not tell teachers what to teach or when to teach it; rather, it provides both teachers and students with the frameworks and the tools to make good choices. The primary purpose of the curriculum is to enhance teachers' capacity to develop and transform their own curriculum, a key component of teacher autonomy and job satisfaction. VLGA will integrate four quality components, in alignment with our vision and mission, into our curricular design:

1. **Clear expectations:** Tasks are linked to specific Global Performance Standards outcomes, Common Core State Standards, and/or other standards like ISTE. These targets provide teachers and students with a shared understanding of what proficient work looks like.
2. **Authentic learning experiences:** Students explore topics and issues that represent the work of real-world professionals.
3. **Student-centered learning:** Teachers and students share ownership for learning. With feedback from frequent formative assessments, students understand where they are going and how to get there. They also make decisions about what they're learning and how they're learning it.
4. **Multiple opportunities to reach mastery:** With multiple assessments embedded in each unit and leading to graduation, students have many opportunities.⁸⁰

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS (STEAM)

VLGA will incorporate STEAM instruction into the ISSN framework to build globally competent, 21st century learners. STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world: science and technology, interpreted through engineering & the arts, all based in mathematical elements. STEAM education naturally aligns with VLGA's framework for teaching that is based on natural ways of learning and is customizable for all types of students and programs. Significantly, it adds relevancy to learning, and increased engagement for students.

A STEAM education aligns with the VLGA guiding principles in which projects have clear expectations, provide authentic learning experiences, are hands-on and student-centered, and provide myriad authentic ways to demonstrate mastery. Globally, schools are having success with STEAM, teaching academic and life skills in standards-backed, reality-based, personally relevant exploratory learning environments.⁸¹

⁸⁰ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

⁸¹ STEAM Education. STEAM FAQ for Educators. Accessed from: <https://steamedu.com/wp-content/uploads/2015/11/STEAM-FAQ-Educators-11Nov15.pdf>

VLGA teachers will use the ISSN rubrics to create STEAM projects that address the four domains of global competence in line with the California Common Core Standards and the Next Generation Science Standards. STEAM is not a separate effort, but a naturally integrated focus that clearly addresses 21st learning in a global context. *STEAM provides the skills, while the global outcomes provide the context, through the structure of rubric-based portfolios and process work.* Our teachers can better match their learning objectives and goals to the variety of learners they encounter. Embedded within the larger guiding principles of the Framework for Engagement, STEAM at VLGA supports well-balanced and deeply cooperative teams among educators and students based on a variety of characteristics. STEAM provides another way for both teachers and students to use their skills for leading in some areas, while other areas are strengthened through observing and assisting. VLGA educators instruct within their specialty with co-planned thematic units to which everyone contributes, in projects related to the required benchmark concepts and skills.

Project Lead the Way. At VLGA, in addition to teacher-created projects and lessons, STEAM will be taught through the acclaimed Project Lead the Way 9-12 program.⁸² PLTW is aligned to Next Generation Science Standards and the California Common Core State Standards for math and English Language Arts. PLTW provides students opportunities to learn through exploration and discovery. Through PLTW, students become hands-on problem solvers and learn to collaborate with their fellow students. PLTW will form the introductory backbones of the school's Health Science pathway. Teachers and students begin each module with an engaging e-book story that introduces the challenge students will collaborate on to solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they do know to find solutions. Instructional staff will receive training in PLTW during the summer.

Student Use of Technology. VLGA believes that, to be a globally educated, 21st century student and citizen, students must have technology infused throughout the curriculum. Thirty-five years ago, education responded to *A Nation at Risk*,⁸³ which argued that knowledge of the New Basics is the foundation of success after graduation. The world has dramatically changed, and our low-income and at-risk students now face a Digital Divide that, if not addressed, will widen the achievement gap. Technological literacy is now an essential element in our students' futures. Our students must be able to use technology as an integrated life skill, not as a separate subject or in isolation.

While technology offers extraordinary potential for learning and bringing global awareness, research has clearly indicated that technology is not, and cannot be, treated as the be-all-end-all, but rather becomes a powerful tool when used to support learning through collaborative projects and other authentic learning experiences.⁸⁴ This is why, at VLGA, we will work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

At VLGA, technology integration will be based upon the International Society for Technology in Education's National Educational Technology Standards for Students.⁸⁵ The ISTE Standards are *the*

⁸² Project Lead the Way. PLTW Gateway (9-12) <https://www.pltw.org/our-programs/pltw-gateway>

⁸³ Gardner, D. P., Larsen, Y. W., Baker, W., Campbell, A., & Crosby, E. A. (1983). *A nation at risk: The imperative for educational reform* (p. 65). Washington, DC: United States Department of Education.

⁸⁴ See, e.g., Ahmed Kahn, T., How Technology Can (And Does) Improve Education, TrustRadius, March 28, 2019 <https://www.trustradius.com/buyer-blog/how-technology-improves-education>; Towns, S. Technology is Not Cure-All for Education's Problems, Governing, March 2011 <https://www.governing.com/columns/tech-talk/col-technology-not-cure-all-solution-to-educations-problems.html>

⁸⁵ International Society for Technology in Education. ISTE Standards. Accessed from: <https://www.iste.org/standards>.

benchmarks for learning, teaching, and leading in the digital age, and are widely recognized and adopted worldwide. They work in concert to transform education with a uniquely global perspective. The standards are designed around age band articulation that is in alignment with the VLGA developmental and student-centered approach. Students will utilize a variety of technology tools to access, manipulate, exchange and create information, and demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, and media editors are integrated into the curriculum. Students are required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Digital Portfolio, what tools they are interested in learning and incorporating into their class projects. Through online learning and benchmark assessments, students will be prepared to take computer-based CAASPP and other assessments.

At all VCPS, the Google Classroom (LMS) has been adopted to create a safe cyber environment where these important modern relationships can happen without fear of abuse. Through Google Classroom, teachers safely communicate with students and parents through a platform that is monitored for abuse and is private to the school community. Parents and school administrators monitor daily activity and keep abreast of their students' progress and important issues that might arise. Further, through this system, the school can easily check for any cyber-abuse or bullying that may occur.

Moreover, Google Classroom can serve as a powerful tool in the event of a community emergency precipitating school closure such as, for example, the 2020 statewide closures due to the Covid-19 pandemic. As a platform, Google Classroom is ideally configured to enable high school teachers to pivot quickly to online instruction if necessitated.

Finally, Google Classroom mirrors, in many ways, the learning management systems that our graduates will utilize at the college level to access their course materials and assignments and to engage with their professors. Building our high school students' familiarity with and propensity to fully engage with a comprehensive LMS will therefore prepare them for their next chapter at the post-secondary level.

COLLEGE AND CAREER PATHWAYS

Each student at VLGA will be expected to complete one of three Career Technical Education (CTE) pathways consisting of a minimum of three year-long courses, with the option to pursue and complete an Associate's Degree from one of our college partners by the time they graduate from high school through our dual enrollment program. Pathway options include:

- **Health Science:** a Project Lead the Way pathway that will be offered in partnership with Los Angeles Trade Technical College (LATTC), which offers the disciplines of Registered Nursing, Kinesiology & Health, Health Occupations and the Sciences of Anatomy, Physiology, Biology and Microbiology. <http://www.lattc.edu/academics/pathways/hrs>
- **Business:** also in partnership with LATTC, this pathway offers career-technical education in a variety of programs leading to entry-level positions or on-the-job promotions in the dynamic world of business. Programs include accounting, management/supervision, small business entrepreneurship, retail management, marketing and public relations, and real estate (including all of the coursework required to sit for the California Bureau of Real Estate Salesperson License and most of the coursework required for the California Bureau of Real Estate Broker's License). <http://www.lattc.edu/academics/pathways/bce>
- **Climate Change:** in partnership with University of California, Irvine, Vista has received a grant to collaboratively develop this crucial new pathway.

During the 9th grade Advisory/Global Hour, students will learn about each pathway and explore different college majors and careers applicable to the different pathways. Primary pathway courses will be taught on VLGA's campus to ensure access among all of our students, with additional dual enrollment courses available off-site at LATTC and other college/university partners.⁸⁶ VLGA's College Counselor and students' Advisory teachers and other teachers will support students' success in these dual enrollment courses by helping to develop students' study skills and time-management skills.

During 11th grade Advisory/Global Hour, students will devote significant time to preparing for work-based learning experiences, including resume development, interview skills, job seeking skills and more. Where feasible, VLGA will offer job shadowing, internship and other opportunities for students both during the summer between 11th and 12th grades and during the school year, including on Fridays (early release) during 12th grade for students who have sufficient credits to graduate on time.

During 12th grade Advisory/Global Hour, seniors will work intensively with VLGA's College Counselor to navigate the college admissions, financial aid and match process. Our College Counselor will oversee 11th grade students' development of target college lists, then in 12th grade, their crafting of application essays and short answer responses, and their timely submission of all application materials. The College Counselor will also work hand-in-hand with students through the Advisory/Global Hour curriculum to develop their financial acumen, helping them – and their families – complete the FAFSA, interpret financial aid letters in the spring, and reach informed, financially sensible decisions regarding where to matriculate.

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At VLGA, the key to teacher and student happiness is promoting a culture of joyous learning. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values.⁸⁷ Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement.⁸⁸ The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement. Teachers at such schools are perceived by students to have a caring personality, and in turn, this motivates students to work harder for them. At VLGA, a school-wide focus on connectedness and cultural relevance will be sustained through the teacher-student interactions in classrooms both in instruction and in management as well

⁸⁶ The first dual enrollment courses will not be offered until Y2; VLGA staff will work closely with LATTC, UCI and other potential partners to ensure registration/administrative and academic supports are in place for students prior to the first dual enrollment course offerings.

⁸⁷ Creemers, B. & Reezigt, G. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, 7, 197–228

⁸⁸ See, e.g., *Jonathan Cohen on School Climate: Engaging the Whole Village, Teaching the Whole Child*, The Challenge: A Publication of the U.S. Dept. of Education Office of Safe and Drug-Free Schools, https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/cohen_onschoolclimate_iv1%20copy.pdf ("Over the last 30 years a growing body of empirical research has shown that a positive and sustained school climate is associated with and may be predictive of positive youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention.")

as school-wide discipline policies and practices.⁸⁹ Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.⁹⁰ Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased attendance. All of these are leading factors in student engagement.⁹¹ Smaller schools promote conditions for higher levels of student engagement. Our school will never exceed 500 students in grades 9-12, and class size will remain an average of 24.9 to 1. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals. The physical design of the school prioritizes flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability.⁹² A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals.⁹³

School discipline and safety. While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and constructive culture and discipline facilitates engagement by focusing on services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement.⁹⁴ Marks notes that "a positive school environment is favorable to learning by being

⁸⁹ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, 42(6), 536-559. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

⁹⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁹¹ Darling-Hammond, L., & Plank, D. N. (2015). Supporting Continuous Improvement in California's Education System. *Policy Analysis for California Education, PACE*. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

⁹² Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁹³ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁹⁴ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

normed for respect, fairness, safety, and positive communications.”⁹⁵ In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like our current trend towards zero tolerance actually have a negative overall effect on engagement and achievement.⁹⁶ These policies are perceived as unfair and can lead to even higher dropout rates.

At VLGA, creating a safe environment with structured discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development.⁹⁷ We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. VLGA will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. The humanity and dignity of every student is paramount and the discipline and safety policies will always be reflective of this deeply held belief.

Way of Council. The Way of Council encourages deep and honest communication. Based on indigenous, worldwide “cultural dialogical” practices including Native American traditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At VLGA, we will teach students the “four intentions” of council – to speak from the heart, to listen from the heart without judgment, to speak spontaneously without planning, and to keep it lean so everyone has time with the talking piece. Council is a non-hierarchical forum for discussion. Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture.

Council is the best tool we have found to help students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where students learn to connect meaningfully with their peers and with adults. Being “in council” helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to “suspend” preconceptions.

Importantly, at VLGA, Council will be contained to the classroom, but is used as a tradition and protocol for increasing teacher, parent, and community buy-in and engagement. Participating in council has the same benefits for adults in a school community – at staff, committee, teacher/parent, or community meetings. Governing the school using Council as a tool helps us model the adult behaviors we wish to encourage in students.

In simple terms, what we have at VLGA in Council will be a systemic, community-building practice, one that moves toward the State’s priorities for personalization and creating safe, caring environments. Council provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon: students, staff, parents, and community

⁹⁵ Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁹⁶ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁹⁷ Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized youth. *Canadian Review of Social Policy*, (72/73), 124.

members. In classrooms, along with creating community by providing students opportunities to acknowledge their commonalities and celebrate differences, Council practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

At VLGA, Way of Council will be supported by:

- Continuous Training from Ojai Foundation Council in Schools program and Circle Ways
- Experienced council mentors to all participating teachers
- Monthly professional developments linking council to state learning standards in all academic disciplines and to Restorative Justice policies and practices
- Monthly staff councils
- Parent presentations and parent council facilitation
- Yearly retreat at the Ojai foundation or other similar facility in conjunction with all VCPS

Student Clubs and Enrichment. Students who participate regularly in enriching, engaging student clubs have been found to have a heightened sense of belonging and overall, were more engaged in school. Interestingly, clubs that have an academic focus were found to raise engagement, but athletic and social clubs had a negligible effect unless students participated in both simultaneously.⁹⁸ Even then, the role of non-academic clubs did not show a big impact. This is not surprising given the correlation of academically intense activities to engagement found in the research.⁹⁹

Faculty-advised student clubs will meet during “Zero Period” in the mornings before school starts, or after-school. Clubs will be formed based on student interest and faculty expertise, and may include such things as performance groups (bands, choirs, drama club, dance groups), sports clubs, arts activities, support groups (LGBTQ, etc.) and more. As enrollment grows, VLGA will consider CIF participation for competitive sports activities.

Uniforms. At VLGA, we believe that uniforms provide a unifying factor that increases identification with the school and with each other. Further, a uniform eliminates the outward appearance of economic disparities found in schools, thus removing one potential cause of bullying activities. Thus, students at VLGA will be expected to wear school-approved uniforms.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

Quality of student-teacher relationship. Researchers agree that the role of the teacher is key to student engagement.¹⁰⁰ George Kuh situated the teacher at the center of all engagement,¹⁰¹ whereas Furlong

⁹⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁹⁹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

¹⁰⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

¹⁰¹ Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning, 33*(3), 10-17.

described the teachers as fundamental to a learning environment that promotes engagement.¹⁰² This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something.¹⁰³ Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging.¹⁰⁴

At VLGA, we will strive to transform the student experience and hire teaching and support personnel that embody a deep sense of excitement and passion for students and their learning.

Student-centered classrooms emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such settings are necessary for students to develop the skills to succeed in college, career, and life.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way to effectively address the opportunity gap for these students.

VLGA firmly believes that students learn best by doing and not in passive lecture style settings. The student-centered classroom will provide targeted instruction based on personalized learning goals with ample time for practice.

Our current educational system is based on the antiquated notion that students should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st century skills and attributes by regularly using them in our daily lives. The VLGA experience will put students at the center of learning with teachers acting as a coach and facilitating a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a constructivist view wherein, optimally, the classroom provides experiences that prompt students to actively construct their own knowledge and learning.¹⁰⁵

¹⁰² Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

¹⁰³ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?*(pp. 305-321). Springer, Boston, MA.

¹⁰⁴ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

¹⁰⁵ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Vygotsky, L. S. (1987). *Problems of general psychology*. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

Student belonging. The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation¹⁰⁶ and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires “frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern.”¹⁰⁷ According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.¹⁰⁸ In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings.¹⁰⁹ It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures.¹¹⁰

While VLGA will carefully attend to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it will also recognize the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students’ daily routines. Most research makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *Physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment*, which consists of school discipline policies.¹¹¹

Family Engagement. Research has long been clear about the important role that families play in their children’s academic success.¹¹² At VLGA, parents, guardians, and extended family are integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child’s education. Communicating with families is crucial to this relationship, and there will be frequent communication between the school and families. At VLGA, we are committed to using a variety of means to communicate with our families. Our families will have access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families do not have access to the internet and don’t use email regularly. Based on parent surveys and parent focus groups conducted by Dr. Wilson, we understand that most of our families have texting capability and prefer to be communicated with by text. At VLGA, we will use our learning management system to ensure that families receive communication in their preferred format. Teachers send home regular reports of student progress, and

¹⁰⁶ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

¹⁰⁷ Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.

¹⁰⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

¹⁰⁹ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V* (pp. 1099-1120). National Association of School Psychologists. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... & Ireland, M. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*, 278(10), 823-832.

¹¹⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

¹¹¹ Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

¹¹² NEA. Parent, Family, Community Involvement in Education. Accessed from:

https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf. Families and Schools Together. (2016). The Importance of Parent Engagement: A List of Research and Thought Partnership. Accessed from: <https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/>

follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, VLGA will host a variety of social and educational events to promote community-building and family involvement.

These may include back-to-school events, parent educational seminars, exhibitions of student work, student performances, and our special awards night, Noche de Estrellas. Families accompany their son/daughter to student-led conferences bi-annually to stay informed of their child's progress, and to ensure parents know how to support their student's learning and personal growth at home.

Our three areas of family support revolve around helping parents be an integral part of their teenager's academic life:

- Home – School Relationships: VLGA will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: VLGA parents will be involved in their child's learning plan. Their responsibility in the plan will be to support their student's goals.
- Parenting: VLGA will assist, when necessary, parents in developing attitudes, values, and practices of parents in raising adolescents.

These three areas will strengthen VLGA students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The Digital Portfolios enhance parent involvement, as they have components in which the parents are a part of their son/daughter's development of college awareness, personal aspirations and planning for the future.

CURRICULUM AND INSTRUCTION

The curriculum for VLGA is based on the California Content Standards, including the Common Core Standards, the Next Generation Science Standards, ELD Standards, and the California Curriculum Frameworks. VLGA will implement the new *2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (Arts Standards), *2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (when published) and *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve* (Health Education Framework).

ENGLISH LANGUAGE ARTS

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking.¹¹³ At VLGA we believe in a Balanced Literacy approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by

¹¹³ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

explicit skill instruction and the use of authentic texts. To this end, we will create a learning environment in which our students see themselves as readers and writers, thinkers, listeners, and speakers. This research-based program emphasizes phonemic awareness and phonics, fluency, vocabulary, comprehension and writing.

VLGA will use *myPerspectives* English Language Arts materials and guidelines to provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. Students will encounter authors' perspectives through whole-group learning and small-group learning as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities to promote student ownership of their learning through goal setting, student choice, and reflection; encourage social collaboration; link together knowledge, skills and learning behaviors. *myPerspectives* is backwards designed from defined learning outcomes with learning activities, instruction and assessment, and provides opportunities to personalize for learning in response to student performance and need.

The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band. Students will develop meaning and language through close reading, text analysis that focuses on craft and structure, concept vocabulary and word study, and close inspection of the author's style. Each unit will end with a performance-based assessment.

English Language Arts 9 (College Prep)

ELA 9 will analyze literature and expository text and produce complex writing assignments. Students will apply the knowledge and skills acquired in middle grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1,500 words each. A focus on persuasion, exposition, literary analysis will integrate skills of reading as students move through themed units aligned to other core content learning. Unit themes are: American Voices, "What does it mean to be 'American?'"; Survival, "What does it take to survive?"; The Literature of Civil Rights, "How can words inspire change?"; Star-Crossed Romances, "Do we determine our own destinies?"; Journey of Transformation, "What can we learn from a journey?", and World's End, "Why do we try to imagine the future?".

English Language Arts 10 (College Prep)

ELA 10 will emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each. Students will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately as they move through themed units aligned to other core content learning. Unit themes are: Inside the Nightmare, "What is the allure of fear?"; Outsiders and Outcasts, "Do people need to belong?"; Expanding Freedom's Reach, "What is the relationship between power and freedom?"; All that Glitters; "What do our possessions reveal about us?"; Virtue and Vengeance, "What

motivates us to forgive?”; Blindness and Sight, “What does it mean to see?”

English Language Arts 11 (College Prep)

ELA 11 is a reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students will analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources as they move through themed units aligned to other core content learning. Unit themes are: Writing Freedom, “What is the meaning of Freedom?”; The Individual and Society, “What role does individualism play in American society?”; Power, Protest, and Change; “In what ways does the struggle for freedom change with history?”; Grit and Grandeur; “What is the relationship between literature and place?” ; Facing our Fears; “How do we respond when challenged by fear?”; Ordinary Lives, Extraordinary Tales; What do stories reveal about the human condition?”

English Language Arts 12 (College Prep)

ELA 12 is an expository reading and writing course designed to develop advanced proficiency in rhetorical and analytical reading, writing, and thinking. Key principles of Expository Reading and Writing Curriculum (“ERWC”) include the integration of interactive reading and writing processes; a rhetorical approach to texts that fosters critical thinking and engagement through a relentless focus on texts; materials and themes that engage student interest; classroom activities designed to model and foster successful practices of fluent readers and writers; research-based methodologies with a consistent relationship between theory and practice; built-in flexibility to allow teachers to respond to varied students’ needs and instructional contexts; and alignment with the CA CCSS for ELA and Literacy.

The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

AP English Language and Composition (College Prep)

In **AP English Language and Composition**, students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. For each of the nine units that scaffold student development of the analysis and composition skills, the teacher will select a theme or topic and then a text -- typically short nonfiction pieces -- that will enable students to practice and develop the reading and writing skills for that unit.

Students will learn how to explain how writers' choices reflect the components of the rhetorical situation; make strategic choices in a text to address a rhetorical situation; identify and describe the claims and evidence of an argument; analyze and select evidence to develop and refine a claim; describe the reasoning, organization, and development of an argument; use organization and commentary to illuminate the line of reasoning in an argument; explain how writers' stylistic choices contribute to the purpose of an argument; and select words and use elements of composition to advance an argument.

AP English Literature and Composition (College Prep)

In ***AP English Literature and Composition***, students will cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Through three genre-based, recurring units – short fiction, poetry, longer fiction or drama – this course will scaffold skills and knowledge to provide students the distinct skills they need to learn to read texts critically.

Students will learn how to explain the function of character; plot and structure; the narrator or speaker; word choice, imagery, and symbols; and comparison; and will learn how to develop textually substantiated arguments about interpretations of a part of all of a text.

ENGLISH LANGUAGE DEVELOPMENT

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the new English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type" (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. As detailed more fully below, through both integrated and designated ELD instruction, including use of the Lexia curricular program, EL students are supported in developing EL proficiency and reclassification as they master content standards. The Principal or designee monitors EL progress through formal and informal assessments including grades,

standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

ELD 1-4 (College Prep)

In **ELD 1-4**, VLGA will use *myPerspectives ELD Companion*. Unit-by-unit, the ELD Companion texts build on the same theme, multi-genre approach and essential question as in *myPerspectives*. *ELD Companion* will focus on the same set of grade-level ELA standards that are being developed in the core program, including the writing instruction, aligned writing modes and essays. In each lesson, student objects are aligned to five ELA/ELD themes; the lesson overview narrative outlines the content of each lesson at a glance; and standards show the alignment to CCS. New vocabulary and expressions are introduced in context – typically both visual and conversation – before being directly taught. Phonics, spelling, grammar, and language skills are introduced in context and then directly taught. For every skill, there is instruction and practice. The practice will be done either as guided practice or as independent practice, depending on the language proficiency of the student.

Language Acquisitions, Vocabulary and Foundational Skills

- **Academic Vocabulary** lessons will focus on vocabulary for success in school.
- **Multi-faceted** instructional approach will combine direct instruction with oral language development and generative vocabulary.
- **Vocabulary** lessons will allow teachers to assess students' word knowledge.
- **Direct Instruction** will be utilized to teach unfamiliar words.
- **Knowledge Checks** will help assess students' mastery of language and vocabulary.
- **Phonics and Word Reading** lessons will provide support for English learners who need support on the sounds and spellings of English
- **Language Fluency** practice will be provided.

As students read familiar texts, skills will be taught directly and practiced in both isolation and in context. Students' fluency will be evaluated for rate, accuracy, and expression.

Language Production

- **Collaborative conversation** will be a regular feature
- **Conversation starters** will adjust to the level of language support required by students
- **Observation forms** will be available to use in evaluating students' language development and participation
- **Peer conversation** is a regular feature of the program.
- During **core instruction**, students have the opportunity to interact with classmates.

Language Use, Reading Texts

- Texts are tied to the *myPerspectives* unit **themes** and **essential questions**.
- Students will apply language, vocabulary, and reading skills and strategies in the context of text reading
- Text reading will **integrate** all aspects of language development
- Texts will focus on **skills development** including vocabulary, language, and general knowledge
- Texts and instruction will **integrate** reading, writing, speaking and listening.
- In **Time to Read**, students will read **independently** from self-selected texts.

- Reading and writing will be **integrated** as students respond in writing to prompts.
- Response prompts will provide scaffolded support of language structure and usage
- **Book clubs** will be available for small groups to engage in a shared reading and language development experience.
- **Book clubs** will be **student-directed** or **teacher-led**, and will include questions and prompts

Language Use, Writing

- Every level of *ELD Companion* will have students produce three essays
- Instruction and support will be provided in **Whole Group instruction**
- Students writing interface will provide instruction within the assignment to support students
- Students will receive feedback on the quality and correctness of their writing
- **Scaffolding** and support will be provided for students in all stages of writing
- Speaking, listening, and reading will all be **integrated** with writing.

MATHEMATICS

As a STEAM-focused school, mathematics and quantitative reasoning skills are central to the curriculum at VLGA. At all grade levels, students participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VLGA holds high expectations for all students in math development and provides ample support for students to reach these expectations. California's Common Core Content and Practice Standards and the Mathematics Framework for California Public Schools, A Look At Kindergarten Through Grade Twelve in California Public Schools, provides a foundation for work in math.

A cohesive math curriculum promotes math fluency and accuracy as well as conceptual understanding of important mathematical ideas and mathematical reasoning. Hands-on activities and materials in the classroom, as well ties to Project-Based Learning (PBL), helps students to recognize the connections between math concepts and the world around them.

VLGA will use Agile Mind, a program grounded in research on educational practices that produce meaningful learning gains for all students, as its integrated math curriculum. The Agile Mind curriculum connects abstract concepts with students' every day realities in ways and provides embedded teacher supports offer planning and teaching guidance. Agile Mind's comprehensive, standards-centered curriculum provides engaging, dynamic lessons, resources and tools for teachers, practice and application, assessment and reporting, supports for differentiation, and supports for English Language Learners.

Integrated Math I (College Prep)

In **Integrated Math I**, students will learn to use basic algebraic tools (graphs, tables, and symbols) to represent problem situations); develop a solid understanding of rate of change; formalize their understanding of the concept of a function; model and solve important problems with linear and exponential functions and related equations; represent and analyze univariate and bivariate data, including understanding the difference between correlation and causation; understand and apply the structure of – and relationships within – an axiomatic system; become adept with the tools central to the study of space and spatial relationships; develop spatial reasoning ability, including the capacity to represent and transform shapes and figures concretely, pictorially, algebraically, and through the use of

coordinate systems; use geometric representations and symbols to solve problems and prove theorems; and strengthen their knowledge and the connections between algebra and geometry.

Integrated Math II (College Prep)

In ***Integrated Math II***, students will learn to solve real-world problems using a variety of tools; model and solve important problems with absolute value and quadratic functions and related equations; extend their understanding of exponents to rational exponents; develop an understanding of inverse relations; use the classical methods of finding the area of two-dimensional shapes, including quadrilaterals and circles; learn basic geometry of three-dimensional shapes including methods of finding simple volumes and surface areas; investigate and solve problems involving the trigonometry of right triangles; explore relationships related to lines, segments, arc length, and sectors of circles; use geometric representations and symbols to solve problems and prove theorems; continue to strengthen their knowledge of the connections between algebra and geometry; and extend their understanding of probability as they investigate conditional probability and independence.

Integrated Math III (College Prep)

In ***Integrated Math III***, students will deepen their understanding of exponential functions and equations; develop the concept of a logarithmic function as the inverse of an exponential function; model and solve problems with exponential, logarithmic, relational, square root, and cube root functions and related equations; investigate key characteristics of trigonometric functions and use these functions to model real-world phenomena; model and solve problems with quadratic and square root inequalities; investigate key characteristics of polynomial functions, and model connections to linear and exponential functions; analyze connections between 2-dimensional and 3-dimensional representations; and model with geometry; investigate and model real world problems with conic sections.

Pre-Calculus (College Prep)

In ***Pre-Calculus***, students will use functions, equations, sequences, series, vectors, and limits as tools to express generalizations and to analyze and understand a variety of mathematical relationships and real-world phenomena; expand and develop their use of functions and their properties to choose appropriate models for real-world problem situations to answer meaningful questions; build on and expand their experiences with functions as they continue to explore the characteristics and behavior of functions (including rate of change and limits), and the most important families of functions that model real-world phenomena, especially transcendental functions; extend their work in functions, including polynomial, rational, radical, exponential, power, logarithmic, and trigonometric function; and continue to work with operations on functions, including composition of functions.

AP Calculus AB (College Prep)

In ***AP Calculus AB***, students will explore the concepts, methods, and applications of differential and integral calculus, working with the theoretical basis to solve problems by applying knowledge and skills. Students will learn how to determine expressions and values using mathematical procedures and rules; connect representations; justify reasoning and solutions; and use correct notation, language, and mathematical conventions to communicate results or solutions. Units include limits and continuity; differentiation - definition and fundamental properties; differentiation – composite, implicit, and inverse

functions; contextual applications of differentiation; analytical applications of differentiation; integration and accumulation of change; differential equations; and applications of integration.

SCIENCE

The science program at VLGA will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. VLGA will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts (www.nextgenscience.org). VLGA will use the 9-12 Project Lead the Way curriculum and *Cengage* programs, which are aligned with NGSS standards and VLGA's guiding principles and goals. Students have many opportunities to explore their own science and engineering ideas in labs, on field trips, and in an on-campus maker-space.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students will learn how to work together to solve a problem.

The VLGA project-based/constructivist-driven science instructional program will encourage students to learn content at higher levels of Bloom's Taxonomy, as students have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information and ideas. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning take place. Students learn concepts via active engagement in the project. Projects may be problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student-centered. Projects also focus on "real-life", current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students are responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

Students follow the eight practices of science and engineering that the NGSS Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Two primary curricular resources support our students' science learning: Project Lead the Way's Gateway program and National Geographic's *Cengage*.

PLTW Gateway PLTW Gateway is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades 9-12.

The program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators. PLTW is renowned for helping high schoolers develop as strong STEM thinkers and for its capacity to help high school graduates reach college with the skills and confidence to navigate college level science lab settings.

VLGA will also use National Geographic's *Cengage*, a dynamic, active and personalized science curriculum that better prepares students to evaluate scientific content and understand rapid changes and developments that occur in the field of science. Each chapter is explored in a series of concepts (including relevant research), with learning objectives associated with each concept that align with end-of-unit activities. Curriculum focuses on real world applications, including social issues arising from new research and developments – particularly the many ways in which human activities are continuing to alter the environment and threaten both human health and Earth's biodiversity. Each chapter ends with an *Application* section that explains a current topic in light of the chapter content, and also illustrates one of the core competencies listed above.

Biology (College Prep)

Whether or not students have studied biology, they have an intuitive understanding of life on Earth because they are a part of it. Every experience with the natural world – from the warmth of the sun on their skin to their love of pets – contributes to that understanding. In **Biology**, students will learn about the scientific method, scientific research, and sampling error, bias and objectivity through the science of biology. Students will uncover the emergent properties, unity and diversity of life through *Principles of Cellular Life; Genetics; Principles of Evolution; Evolution and Biodiversity; How Plants Work; How Animals Work; and Principles of Ecology*.

Chemistry (College Prep)

In **Chemistry**, students will understand how a knowledge of chemistry is useful to almost everyone because chemistry occurs all around us all of the time, and it lies at the heart of human effort to produce new materials that make our lives safe and easier, to produce new sources of energy that are nonpolluting, and to understand and control the many diseases that threaten our food supplies. Students will learn about chemistry through studying *Measurements and Calculations, Matter, Nomenclature, Reactions in Aqueous Solutions, Chemical Composition, Gases, Liquids, and Solids, and more*.

Physics (College Prep)

In **Physics**, students will learn about the most fundamental physical science, concerned with the fundamental principles of the Universe. Physics is the foundation upon which the other sciences – astronomy, biology, chemistry, and geology – are based. It is also the basis of a large number of engineering applications. Students will study physics as it can be divided within six main areas: *classical mechanics, relativity, thermodynamics, electromagnetism, optics, and quantum mechanics*.

HISTORY/SOCIAL STUDIES

The Social Studies curriculum is globally focused and build students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the Social Studies curriculum naturally builds upon students' prior knowledge and experience, honor and celebrate their diverse backgrounds and cultures, and deepen their self-awareness and sense of place in an ever-increasingly global society.

The California Common Core State Standards and the recently adopted California State Framework for Social Studies and History (2016) provide a foundation for students' learning, and are supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum includes four main social science disciplines: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies is presented in four interconnected formats:

- Within the reading program through informational texts
- Through personal and informational writing and research in the writing program
- Via integrated, thematic units of instruction
- Through interdisciplinary project-based learning

VLGA's history and social sciences curriculum is rooted in the curriculum standards specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and 2014 ELA/ELD Framework. We will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students will gain an understanding of human history and of how our society and the world work. The curriculum will not only support student acquisition of core knowledge of the world's eras and civilizations, but will also develop the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

World History (College Prep)

World History is a course concerning the nations and peoples of the world. Included with the history and geography are cultural development, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences and their impact on the student's own life. This course begins with an introduction into history, geography, and anthropology to give students a framework for understanding the course as a whole. The course explores the four primary ancient civilizations and works its way through present day. This course encourages critical thinking about the development of history as it relates to our present- day cultures and situations.

U.S. History (College Prep)

U.S. History will focus on United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. To clearly see the relationship between cause and effect in historical events, students will also review the fundamental ideas and events which occurred before the end of Reconstruction.

AP U.S. History (College Prep)

In **AP U.S. History**, students will explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students will be asked to master not only the wide array of factual information necessary to do well on the AP exam, but also to practice skills of critical analysis of historical information and documents. Students will read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture.

United States Government (College Prep) – one semester

The **United States Government** course is a thought-provoking exploration of American government and politics. This course is designed to provide students with a basic knowledge of the purpose, structure, and operation of the national and state governmental systems. Students will study the Federal system and its underlying principles as they are related to national, state, and local levels. Topics will include the constitution, civil rights, interest groups, politics, voting, congress, the presidency, the judiciary, laws, public policies, state and local government, and current events.

Economics (College Prep) – one semester

In **Economics**, students will study the important relationship between economics and our social and political systems. The course emphasizes the philosophy, development, and operation of our American economic system and its important influence upon the individual and society, and provides an overview of business, finance, banking, investment, government's role in the economic system, labor-management relations, foreign trade, income inequality, and related fields. The knowledge and skills acquired will help the student make career decisions and make wise choices for further study at a college or vocational school. Students will gain insights into the advantages, disadvantages, and strategies of starting a business of one's own.

PHYSICAL EDUCATION

Physical Education (PE) is considered critical for student learning and for maintaining personal well-being. The physical education program at VLGA is an integral part of our mission to address the needs of the "whole child" and to develop life-long habits of fitness and wellness. Students will be exposed to a variety of physical movement activities that suit diverse learning styles and skills, based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*.

Physical Education in grades 9-12 will be performed through non-traditional physical activities, teambuilding activities, and journaling of progress following the California Standards for Physical Education. Students learn the skills and mechanics necessary to participate in physical activity for the rest of their lives, while independently tracking their progress, and developing positive lifelong healthy habits. There are 5 critical areas Physical Education addresses:

- Demonstrate motor skills and movement patterns needed to perform a variety of activities
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
- Students also learn and understand concepts of health, nutrition and the importance of staying healthy through a variety of academic course settings.

With the addition of experiential education philosophies and activities, along with language development that supports Emotional Intelligence and Literacy, VLGA will integrate social/emotional training with physical activity. PE activities contribute to an integrated social-emotional program as students practice and demonstrate greater capacity with communication skills, cooperation, empathy, purposeful inclusion, fairness, teamwork, increased confidence, and growth in resilience and self-efficacy.

WORLD LANGUAGES

Spanish I (College Preparatory)

Spanish I is an introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

Spanish II (College Preparatory)

Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development.

Spanish III (College Preparatory)

Spanish III builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish II. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and

Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterit and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you (usted); differentiate between the two verbs "to be" ser and estar; employ double object pronouns, etc. Students also read literature in Spanish and present projects on their novel of choice in Spanish. This course is instructed exclusively in Spanish. Students who have successfully fulfilled the course requirements for Spanish III will be on track to take AP Spanish Language & Culture the next academic year

Spanish I for Native Speakers (College Preparatory)

Spanish I for Native Speakers is an intensive and accelerated introduction to Spanish offered to best serve those students who speak Spanish at home and/or have had significant native language exposure. Spanish I for Native Speakers emphasizes communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrate their language development.

Spanish II for Native Speakers (College Preparatory)

Spanish II for Native Speakers builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I for Native Speakers. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development. Students who have successfully fulfilled the course requirements for Spanish II for Native Speakers will be on track to take AP Spanish Language & Culture the next academic year.

AP Spanish Language & Culture (College Preparatory)

AP Spanish Language & Culture covers the equivalent of a fourth-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish III or Spanish II for Native Speakers or equivalent courses at other high schools. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course. Students who enroll should already have a basic knowledge of the

language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

Mandarin 1 (College Prep)

Mandarin 1 is designed for beginners of the language. The course aims for acquisition of the usual basic language skills of listening, speaking, reading and writing. Included in the course is the presentation of basic grammar and an introduction to Chinese culture. Pinyin (the most widely used Chinese phonetic system) will be taught as a tool to learn the spoken language. Students will also learn Chinese characters in order to be able to communicate in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations.

Students will be introduced to the Chinese language and culture through focused instructions in the areas of listening/speaking, reading, writing, grammar, vocabulary, and writing characters. VLGA will use *Encounters* (Yale University Press) as its primary curricular materials.

Mandarin 2 (College Prep)

Mandarin 2 will be for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension and in the speaking, reading and writing skills of Mandarin Chinese. Readings are real-life dialogues emphasizing proper use of Mandarin with the goal of developing vocabulary and fluency. Written and oral precision will be emphasized. Authentic materials will be studied. Culture content is incorporated into instruction. Students can write short articles by either hand writing or typing Chinese characters. Students will continue their progress and build on the proficiency they attained in Mandarin 1.

AP Chinese Language and Culture (College Prep)

Students will develop their Mandarin Chinese language skills and learn about Chinese culture. Students will practice communicating in Chinese and engage with real-life materials such as newspaper articles, films, music, and books. Students will learn to understand Chinese when they hear and read it; hold conversations in real-life situations; and write stories, letters, emails, essays, and other texts.

MISSION-DRIVEN ARTS EDUCATION

From the earliest renderings found in the caves of Lascaux, France, to the installations of Rauschenberg, human beings have been using artistic expression to find meaning, express self, communicate messages and seek answers. All cultures and peoples have participated in the arts, conveying significant meaning through their artifacts and artistic traditions in music, dance, visual arts, literature, and drama. Art is a universal language that provides all students with connections to other civilizations. It provides factual, interpretive, and emotive contexts for historical events. Art is more than an act or artifact; it is a bridge that integrates the various, and often disparate, compartments of our lives. It develops sensitivity to one's surroundings and the intricacies that enable self-discovery and understanding of the human condition.

At VLGA, we do not view art only as an independent activity with a subset of standards and skills, but rather as a humanistic strand that runs throughout our curriculum. Incorporating “Art” into STEM learning is deliberate and important. This will allow us to reach across the cultural, financial, and digital divides that separate our students from the “wider class.” Through the arts, we develop a sense of self in our students and a respect for the many cultures from which they come, while providing valuable links to new cultures. The arts also allow us to make academic connections across the curriculum and provide cohesiveness to thematic planning that gives our second language learners one of the major scaffolds to gaining content and academic understanding.

VLGA strives to provide our students with the tools they need to produce meaning within artistic endeavors. These skills will be embedded throughout the day and placed in the context of meaningful experiences. For instance, while geometric concepts in Integrated Math II, our students might learn about proportion and symmetry in various art media, such as drawing, painting, collage, and installation. Likewise, students might create short video vignettes of scenes acted and performed to enhance understanding through in-depth, cross-curricular and thematic studies of literary works.

At VLGA, we are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. As our enrollment increases, we will have a full-time music teacher who delivers instruction to our students on a weekly basis. This opportunity is extremely important, as many of our students do not have access to these skills outside of the school setting. Through our music program, our students acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are advanced with a school-wide choral program.

Instrumental music programs are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students. Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Beginning Band (College Prep)

Beginning Band will offer the band experience at the beginning level. The instruments taught will include flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. No experience is necessary – only the will and desire to play an instrument. Musical topics will be introduced such as reading, music notation, analyzing and evaluating music, as well as composing and improvising simple melodies. The students present a Winter and Spring Concert.

Advanced Band (College Prep)

Advanced Band will cover advanced topics in ensemble performance and expands upon previously learned skills and concepts and explore different genres, periods and cultures. Through the use of a wide variety of music students will develop aesthetic judgment, independence and a greater musical understanding. Numerous concerts, contests and public performances are required throughout the year.

Beginning Choir (College Prep)

Beginning Choir will prepare each student to understand the fundamentals of singing as an ensemble. Students will improve their ability to cooperate with their peers, work as a team to achieve goals, and actively analyze and compose music. Students will develop, through an emphasis on musical fundamentals, into musicians who make good musical decisions.

Advanced Choir (College Prep)

Advanced Choir will provide students with a positive musical and educational experience through the process of singing fundamentals, rehearsals, and performances. Students will study and perform choral literature selected from a variety of periods in music history. Students will be introduced to advanced singing techniques and sight-reading skills. This group will perform in concert eight times per year.

Additional arts courses may be offered as VLGA reaches capacity, pending budgets and staffing, or students may be able to take additional arts courses as dual enrollment courses in partnership with Los Angeles College or Coastline Community College.

ASB Leadership (College Prep)

In **ASB Leadership**, students will learn what makes an effective leader and how to develop their own leadership style. Students will have a direct role in planning and operating student activities at VLGA, and learn and apply the skills needed for organizing and planning VLGA activities and problem-solving, both individually and in groups. Students will learn how to set and meet goals, how to communicate effectively, and how to critically self-evaluate their work in order to improve their leadership skills.

Journalism (College Prep)

In **Journalism**, students will be introduced to the historical importance of journalism in America. They will study the basic principles of print and online journalism as they examine the role of printed news media in our society. They will learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students will conduct interviews, research, write, and design their own publications.

Speech and Debate (College Prep)

Speech and Debate will be an introductory course that covers a variety of styles of public speaking and formal debate through research, instruction and practice. Each unit will culminate in performance assignments that require students to demonstrate their knowledge and abilities within the classroom setting. This course will help students gain confidence and experience in public speaking, incorporate sources into speeches and conversations in order to support a position, increase their working knowledge of current events, and differentiate between fact, opinion, and fact-driven opinion.

ADVISORY/GLOBAL HOUR

All VLGA students will participate in an advisory period equivalent to an 8th period. Many narrative accounts attest to advisory's positive impact. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than

students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement.

In Advisory/Global Hour, **study skills, college and career knowledge/readiness, life skills** and **social-emotional development** are key areas of focus for all students. Students will be guided through the information required to successfully navigate the complex information surrounding the college admissions and financial aid processes, workplace behavior and “adulting” while they build non-cognitive skills such as self-awareness, self-monitoring, self-control, study skills, work habits, time management, social problem-solving skills and help-seeking behavior. Focus topics will include:

Transition to High School (1st Semester 9th Grade)
Career/Pathways Exploration (2nd Semester 9th Grade)

Study Skills/Test Prep (1st semester 10th Grade)
Financial Literacy (2nd Semester 10th Grade)

Life Skills – resume/interview (1st semester 11th Grade)
Investigating Colleges - Understanding college app process, financial aid, etc. (2nd semester 11th Grade)

College Prep/Applications (1st semester 12th Grade)
Digital Portfolio Capstone (2nd semester 12th Grade)

Council also will be held during the Advisory/Global Hour. As detailed above, Council is a practice that cultivates heartfelt and meaningful communication skills, encourages mutual understanding and respect, and enhances community cohesion. Inspired and informed by the commonalities inherent in worldwide cultural and organizational dialogue practices, Council elements include the use of circular seating, defined intentions, focusing tools (such as a “talking piece”), clear beginnings and endings, and “witnessing,” a process of summarizing and acting upon what is shared in the session. Participation in Council engenders receptivity, authentic expression, and creative spontaneity as it builds positive relationships in classrooms and the Vista communities. In Advisory/Global Hour, students will form bonds with their advisory groups, feeling accepted and valued by their teachers and peers, as they prepare for life beyond VLGA.

PATHWAYS COURSES

During 9th grade Advisory, students will engage in exploration of different careers and applications of learning across the three pathways offered by VLGA: Health Science, Business and Climate Change. Starting in 10th grade, students will take a minimum of three courses in their chosen pathway. In most cases, these courses will be offered in partnership with local colleges, including LA Trade Tech College, enabling students to earn college credits while they are still in high school.¹¹⁴ These foundational courses in each pathway will be offered on-site at VLGA. VLGA will also work with our college partners over the coming years for qualifying students to deepen their learning in their chosen pathway and pursue additional college courses at the partner college campus, potentially earning a full Associate’s degree or professional certification by the time they graduate from VLGA.

¹¹⁴ With the Climate Change pathway still in development, courses may be offered in partnership with UCI, LATTC or another local community college or CSU/UC.

Health Science Pathway

PLTW: Principles of Biomedical Science (College Prep)

In ***Principles of Biomedical Science***, the introductory course of the PLTW Biomedical Science program, students will explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students will examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects will introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

PLTW: Human Body Systems (College Prep)

In ***Human Body Systems***, students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students will build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW: Medical Interventions (College Prep)

In ***Medical Interventions***, students will follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students will explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students will be exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW: Biomedical Innovation (College Prep)

In ***Biomedical Innovation***, the final course of the PLTW Biomedical Science sequence, students will build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students will address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students will have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

BUSINESS PATHWAY

International Relations (College Prep)

International Relations will provide a framework for students to study the complexities of timely international issues and examine United States foreign policy, with a particular focus on how these complexities impact global business and trade. In this course, students will pay close attention to current events, global problems, and their historical context. Students will be expected to participate in regularly held discussions, debates, and simulations related to international relations and global business. This course will help students identify the causes and consequences of global events, explain how foreign trade and economic policy is formulated, and identify and describe the major actors in international relations, including states, intergovernmental organizations, and nongovernmental organizations.

Business Management (College Prep)

Business Management introduces the processes and activities involved in business. The course provides core content applicable to all aspects of business and encompasses the practical applications of management theory. Students will be introduced to the fundamental management functions including planning, organizing, leading and controlling from multiple perspectives. The course is designed with a skills-based approach and focuses on communication, problem solving, teamwork, decision-making, conflict resolution, and critical analysis.

Business Finance (College Prep)

This course provides instruction in the fundamental micro and macro-economic principles as they relate to business financial activities and outcomes. Students will gain an understanding of how business and the local, national, and international economy interact to produce a profit or loss. Economic, financial, and accounting concepts taught in this course will enable students to understand key elements involved in planning and managing business financial success.

Business Law (College Prep)

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

Intro to International Business (College Prep) (one semester)

(Dual Enrollment with LATTC)

Intro to International Business is a survey course previewing international marketing, finance, law and logistics. Students will study how a company decides to go global and how products are made, transported and sold around the world. Topics include international business basics such as trade, tariffs, exchange rate regimes, and capital markets. Students will focus on assessing the international business environment, international strategy, and investment and development.

Culture and International Business (College Prep) (one semester)

(Dual Enrollment with LATTC)

Culture and International Business covers how countries join together to create trade, including NAFTA, GATT, the EU and other trade agreements around the world. Students will explore law in different legal systems as well as U.S. export regulations. Students will study the comparative theoretical frameworks for establishing international business enterprises, including trade and investment theory, including the effects of international business decisions of cultural, political, legal, and economic forces.

Business Communications (College Prep) (one semester)

(Dual Enrollment with LATTC)

In **Business Communications**, students will learn how to adapt marketing techniques to international markets, how to develop marketing strategies, and how to target markets based on the cultural, political and economic environments. Students will learn how to create forecasts and budgets for international

markets. Additionally, students will study the principles, methods, and procedures essential to the successful management of human and financial resources, including planning, decision making, staffing, directing, motivating, leading, communicating, controlling, and the application of managerial skills.

CLIMATE CHANGE PATHWAY

Vista Charter Public Schools is proud to be partnering with the University of California and California State University systems to create the first Climate Science Pathway in California with an emphasis on climate change leadership. The partnership is under the direction of Dr. Richard Arum and in conjunction with ECCLP (Environmental and Climate Change Literacy Program, pronounced “Eclipse”). The program will include dual enrollment with UCI and local CSU schools. VCPS received a \$100,000 grant from the Croul Family Foundation for early planning and development of the program. The course work being developed will be in compliance with A-G requirements and dual enrollment with the UCI and USC systems.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout the previous sections, VCPS is distinguished by its collaboration and partnership with Community Catalyst Partners’ International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years, along with our emphasis on STEAM. Our focus on the varying elements of student engagement, personalized and differentiated learning, active learning strategies and more are all based on research about how learning best occurs. Our program is carefully designed, based on our years of experience in this community, to prepare students to succeed in post-secondary school and beyond.

INTERVENTION AND ENRICHMENT PROGRAMS

As detailed more fully below, in all VCPS, we implement a Multi-Tiered Systems of Support (MTSS) approach prevent academic and behavioral problems and to intervene early and strategically.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on intervention programs such as Lexia, Fountas & Pinnel, Khan Academy and more, with small group targeted instruction. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Enrichments are broad and engaging, including physical education, the arts, technology and opportunities outside of the classroom including field trips, as detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The following table outlines the initial textbook adoptions planned for grades 9-12 in the core content areas of English Language Arts, Mathematics, Social Science and Science.

History Social Science

World History (9-12) - HMH - World History

US History (10-12) - HMH - American History: Reconstruction to the Present

AP US History (10-12) - HMH - American History: Reconstruction to the Present (will use more in-depth compared to regular US History course and aligned to AP test)

Government (11-12) - HMH - United States Government

Economics (11-12) - HMH - Economics

English

ELA 9 (9-12) - myPerspectives Grade 9

ELA 10 (10-12) - myPerspectives Grade 10

ELA 11 (11-12) - myPerspectives Grade 11

ELA 12 (12) - CSU Expository Reading and Writing Curriculum (ERWC)

AP Language (11-12) - Perrine's Literature: Structure, Sound, and Sense

AP Literature (12) - Perrine's Literature: Structure, Sound, and Sense

ELD 1-4 (9-12) - Designated ELD - myPerspectives ELD Companion

Math

Integrated Math I (9-12) - Agile Mind Integrated Math 1

Integrated Math II (9-12) - Agile Mind Integrated Math 2

Integrated Math III (10-12) - Agile Mind Integrated Math 1

Pre-Calculus (11-12) - Agile Mind PreCalculus

AP Calculus AB (12) - Agile Mind Calculus AB

Science

Biology (9-12) - Cengage - Biology: The Unity and Diversity of Life (15th Edition)

Chemistry (10-12) - Cengage - Chemistry: An Atoms First Approach (3rd Edition)

Physics (11-12) - Cengage - Modern Physics for Scientists and Engineers (5th Edition)

World Languages

Spanish 1 (9-12) - Descubre Level 1 (3rd Edition)

Spanish 2 (10-12) - Descubre Level 2 (3rd Edition)

Spanish 3 (10-12) - Descubre Level 3 (3rd Edition)

Spanish for Spanish Speakers 1 (9-12) - Descubre Level 1A (3rd Edition)

Spanish for Spanish Speakers 2 (9-12) - Descubre Level 1A (3rd Edition)

AP Spanish Language and Culture (10-12) - Temas: AP Spanish Language and Culture

Mandarin 1 (9-12) - Yale University Press - Encounters: Chinese Language and Culture Level 1

Mandarin 2 (10-12) - Yale University Press - Encounters: Chinese Language and Culture Level 2

AP Chinese Language and Culture (10-12) - Integrated Chinese: Level 2, Part 1 (Chinese Edition) 3rd Edition

VAPA: Teacher created

P.E./Health: Teacher-created, Health Smart

CTE: PLTW curricula; college/university partner curricula

INSTRUCTIONAL METHODS AND STRATEGIES

At VLGA, we use the Framework for Engagement as the lens through which all instructional programs and practices will be implemented. Communication and relationships that extend beyond the classroom and incorporate a widening circle of adult influence and interaction necessitate a major shift from the current instructional practice of “stand and deliver” that dominates classrooms across America. Studies conducted by Csikszentmihalyi, the creator of Flow Theory and his team, found that students spent approximately 86% in passive lecture style or independent activities.¹¹⁵

This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the “sage on the stage” model, in which the teacher directly delivers instruction through lecturing, to the “guide on the side,” in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010). At VLGA we use this as an important lens through which all programs, processes, and practices are chosen and developed. Professional development extends to core instructional models that are critical to the success of the educational program. The following processes and procedures are considered integral to the VLGA learning experience:

Problem-based pedagogy. This model is described as “an atmosphere where there is a dialectic tension and conflict that can promote a learning environment through a process of inquiry and understanding (that) includes concrete experiences, opportunities for reflection, abstract conceptualization, and active experimentation.”¹¹⁶ *VLGA will strategically use this approach with a global and STEAM curriculum that focuses on relevant application by applying learning to solving both local and global issues our students are facing today.* This also provides students the opportunity for active exploration of issues based on real life scenarios and problems.

Project-based learning (PBL). Project-based learning strives to increase relevance by applying real-life problems and issues to a final project outcome that function as an authentic assessment of student learning. Elucidating the relevance of a project has been linked to deeper engagement.¹¹⁷ Providing students opportunities to explore issues that are meaningful in their circumstances and lives motivates them to learn and show more willingness to work through difficult ideas and learning.¹¹⁸

Because we choose to focus on solid implementation of our core curriculum in the first two years (literacy, math, science, and social studies), VLGA teachers will receive training on PBL through our partnership with the International Schools Study Network (ISSN). The ISSN, in partnership with the Buck Institute, provides on-going professional development and coaching for project-based learning. The eventual expectation is for all grade levels to have one major PBL project their second year, and two projects (one each semester) by our third year and beyond. Although teachers are required to facilitate

¹¹⁵ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

¹¹⁶ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching, 8*, 153-164.

¹¹⁷ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1).

¹¹⁸ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching, 8*, 153-164.

two projects each year, they are encouraged to create multiple, interdisciplinary projects beyond the requirements.

Kagan Cooperative learning and strategies. One key component of experiential or problem-based learning that repeatedly stands out in the literature, as a factor in engagement is the use of cooperative learning strategies. Although some research has indicated that teacher-student relationships are possibly the most important factor in increased student engagement,¹¹⁹ another study that examined the difference in impact of student-teacher relationships, quality of student effort, and peer-to-peer interaction found that “peer interaction had the strongest predictive capacity for engagement and outcomes.”¹²⁰ The Heritage development team has recognized the importance of both teacher-student and peer-to-peer interactions in designing the school’s instructional approach. Clearly, both are important and are constantly considered when designing Heritage pedagogy. Student interaction and collaborative learning promotes dialectic practices that support student viewpoints and interests. Cooperative learning has also been found to increase motivation, positive classroom behaviors, social networks, and academic improvements.¹²¹

At VLGA, all teachers will receive Kagan Cooperative Learning training. Already, embedded into all VCPS schools, Kagan Cooperative Learning strategies are designed for implementation across all content and curriculum. Kagan structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles:

- **Positive Interdependence:** We are positively interdependent when a gain for one is a gain for another. This dynamic produces a sense of belonging to the same team. In a traditional setting, students are set against each other in competition to answer questions. With Kagan structures, students work together and learn global attributes of sharing, caring, helping, and empathy.
- **Individual Accountability:** All students are held accountable for learning-- not just the student who raises her hand.
- **Equal Participation:** Because the structures involve every student, each student participates equally throughout the day.
- **Simultaneous Interaction:** All students have an opportunity to verbalize answers and thinking-- as opposed to a traditional class where only one or two students answer any given question.

Kagan Structures are bridges that allow teachers to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, with any curriculum. At VLGA, teachers will learn to use a Kagan structure every time they ask the class a question, thus ensuring equal engagement for all.

¹¹⁹ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

¹²⁰ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

¹²¹ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

Sherhoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

Cooperative Learning follows our principles of engagement, is brain compatible, learner centered, and has real-life transfer because they enforce our belief that you learn by doing.

Mastery learning. Mastery experiences develop self-efficacy by allowing students to reflect on where their skill level is at any given time and by using success, partial success, and even failure to point the way toward mastery of a subject or skill.¹²² Currently, most classrooms see failure as an end in itself--which results in a failing grade. By allowing students to fail on a task and then reflect on that experience as a stepping-stone to a learning goal fosters a growth mindset, increases resilience, and promotes life-long learning.¹²³ At VLGA teachers will receive professional development on the latest developments and research on Master Learning. One site that will be used by VLGA staff to understand and implement Mastery Grading is <http://www.gradingforlearning.wordpress.com>. Developed by Dr. Derrick Chau, he and his team have created a system in tandem with the website to help teachers and schools make the emotional and pedagogical shifts needed to honor student centered learning in developmentally appropriate ways.

Relevance. A recent study on student learning and engagement conducted at four out-performing urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to the students' immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate—and purposefully use—it in their lives.¹²⁴ When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

- VCPS believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

We take an approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. Every teacher and every parent has heard a student or child ask, “Why do I have to learn or do this?” When students don’t see the connection between the content and activities of the classroom and their future lives, they question what’s happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

To ensure VLGA relevancy for VLGA students, every lesson at VLGA will start by answering the *What? Why?* and *How?* before instruction begins

- **What?** What is our learning objective for this lesson? What are we doing in class today? What questions will we try to answer? What concepts will we address? What activities will we do?

¹²² Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

¹²³ Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315-342). Springer, Boston, MA. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, 95(4), 667

¹²⁴ Pike, G. R., & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in higher education*, 46(2), 185-209.

- **Why?** Why are we studying this? How are today's content and activities tied to the learning outcomes? What should I know or be able to do after today's class? How can the information and skills be used in everyday life?
- **How?** How are we going to address the content? What are the discrete steps we will need to take to reach our learning objective? What activities, discussions, and projects will we be using? How will I know that I have mastered the learning objective?

At VLGA, teachers will be expected to answer those questions for all learning. They will do so through clear objectives connected to real-world application, clear instruction, student-driven rubrics, and multiple opportunities and ways to demonstrate mastery of learning. At VLGA, we will believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

Digital Portfolios. Because students develop and grow in their desire for autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, VLGA students will develop Digital Portfolios upon enrollment. They have opportunities to reflect on their learning, make appropriate choices, and receive assistance with their learning plan in their pursuit of academic, personal, and career goals. Guidance from VLGA staff will occur on a frequent basis as they regularly conference and meet with students throughout the week.

Students will clarify purpose by creating a Digital Portfolio that considers their current level of progress and long-term goals. VLGA faculty and parents will assist students as they map out their learning needs. The learning management system, weekly student/teacher conferences during workshop time, and regularly scheduled parent/teacher conferences provide a structured time during which students and families are able to monitor their own progress, review academic decisions, present problems or conflict, and revise goals as they learn and achieve. At VLGA, we will prepare our students to be fully participatory in their own educational journey, which extends to college and beyond.

The Digital Portfolio is a key tool for helping students' development of metacognition. This is built by giving students ownership over their learning and allowing them to think about how they learn. As students reflect on their plan, progress, achievements, and continued areas of work, they can take that understanding and apply it to learning in the classroom. Digital Portfolios also review assessments results in order to best prepare students for the Smarter Balanced Assessment Consortium (SBAC).

Another area that supports Digital Portfolios and student metacognition are student-led conferences. As parents, faculty, and students meet regarding a student's academic, personal, and career goals, the student presents his/her understandings about his/her development, challenges, strengths, and joys. As discoveries are made, steps on how parents and faculty can support further development are articulated.¹²⁵

Differentiated Instruction. VLGA staff will utilize its knowledge of the "whole child" in order to effectively implement differentiation of instruction. Evidence has suggested that students are more

¹²⁵ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels.¹²⁶

To effectively implement differentiation, students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structures, which allows for learner variance; engage in lessons that are knowledge- centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

Individualized work is at an appropriate level of challenge; tasks and questions link to students' interests, and address the students' learning profiles (e.g., learning modality, culture, language). Hence, by giving them choices regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VLGA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at VLGA will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, ISTE, Project Lead the Way, Cengage and other similar programs have mastery learning as a core value and are considered for implementation at VLGA.

Data-Driven instruction. The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments drives follow-up instruction, support, and/or intervention. Grade-level staff groups create assessment calendars in conjunction with their curriculum. All students are assessed regularly to ensure clear progress. Teachers review their students' scores, meet with grade-level teams and administration to review the results, and together determine what the next steps of action may be. Similarly, quarterly assessments are reviewed in order to determine learning directions. The Quarterly Assessment have more weight, as it will cover nine weeks of instruction. The Quarterly assessments are aligned to the SBAC. Possible outcomes may include a need for an SST and a review of any other types of interventions that would help the student; an online assessment tool and learning management system is the tool utilized to assess students and to create the assessments. Also, teachers have regular opportunities to discuss "data" and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and learning management systems allow teachers and administrators the opportunity to gather and organize data that guides next steps. Edulastic, PowerSchool, and Google Classroom are examples of online assessment programs that are utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, VCPS has recently adopted a Learning Management System, Google Classroom. VLGA will use the same online assessment and learning management system as all schools in VCPS system.

Homework. At VLGA, our approach to homework is research-based and in alignment with our core values of honoring the development of the "whole child." The most comprehensive research on homework comes from a 2006 meta-analysis by Duke University psychology professor Harris Cooper,

¹²⁶ Vygotsky, L. S. (1986). Thought and language (A. Kozulin, trans.).

who found a positive achievement correlation for homework starting in the seventh grade, but a weak relationship for those in younger grades.

At VLGA, we believe that limited, but thoughtfully scheduled homework can teach important learner skills such as study habits, self-discipline, inquisitiveness, and independent problem-solving skills. The Charter School's homework policy espouses general guidelines that allow for teacher flexibility and individualized student learning plans:

1. Homework is an extension of classroom learning and **not a replacement for teacher direct instruction**. Students might be asked to explore ideas, stories, and additional information related to a classroom theme, writing project, or science inquiry.
2. Teachers must ensure that **students understand basic concepts before assigning extended work**. We do not want students creating life-long bad habits from the repetition of incorrect concepts. Students should be able to complete the work primarily on their own without the need for extensive parental guidance.
3. Homework completion is not included as part of a student achievement grade. Our purpose is to create self-motivated learners that love exploration.
4. Homework should be developmentally appropriate and not create a burden on family time or resources.
5. Cooperative and shared learning projects may be assigned from time to time and needs to be completed from home with the help of a parent. For example, writing a narrative about one's family may necessitate interviewing family members, and the parent is expected to support and facilitate this activity outside of school.¹²⁷

CTE Pathways. It is not enough that students are exposed to their chosen pathway in their academic lives. At VLGA, we want our students to take an interdisciplinary approach to their studies. That means they should understand the power of effective communication in conveying health information to a general population for purposes of public health and safety, the math that drives business principles, and the geopolitical and environmental issues at stake in as they work to develop climate change solutions.

We see interdisciplinary learning as a way to tie classes together so that they truly cross over. While our teachers implement Community Catalyst Partners ISSN's GPO-aligned thematic units in their classrooms, interdisciplinary learning projects will take those units one step further. Students will focus on individual components of a greater whole in their day-to-day work. By the time the project is completed and ready to be presented, students can look back to see how each piece, and each class, relates to the finished product.

Interdisciplinary learning projects reflect real-world applications. It is another way to look at the problems facing today's world.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

¹²⁷ Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of educational research*, 76(1), 1-62.

Technology is an important global strand that runs throughout our curriculum. It allows us to reach across the cultural, financial, and digital divides that currently separate our students from gaining full access to the American dream. Most of our students do not have full Internet and computer access in their homes. To level the playing field, *VLGA students will be provided a Chrome Book or similar device.* All classrooms will have a class set of Chromebooks for students to check in and out each period for academic use. Students will also be allowed to take devices home for select projects.

VLGA will extensively utilize Google Classroom and Google Apps for Education for students and teachers. These Google services are provided free of charge to the school. Students and families will also have access to the school's Learning Management System and online portfolio. In addition to investing in Chromebooks for the students, the school provide WIFI access in all areas of the campus and implement Internet security software that complies with the Child Internet Protection Act (CIPA).

In addition to integrated technical skills, VLGA is committed to digital safety. Students will receive instruction in developing digital literacy skills, including self-regulation, curiosity, and responsibility in an extraordinarily connected world. Cyber-bullying and cyber-safety will be addressed yearly for all VLGA students. VLGA will ensure that students understand and exercise good judgment as they navigate the infinite amount of information that exists online. This approach is in line with our focus on social-emotional skills, as students must learn how, when, and why the Internet can support their personal and academic growth.

GRADUATION REQUIREMENTS

As a public charter school and as a Local Educational Agency, VLGA has set graduation requirements that will best support our students. To earn a high school diploma from VLGA, a student must complete 220 credits of the following course of study.¹²⁸ A student must earn a score of 2 or higher in each course in order to earn credit for the course:

- 40 credits of core English Language Arts coursework
- 30 credits of core Math coursework to and through Common Core Integrated Math III
- 30 credits of History and Social Sciences including at least one year of World History, at least one year of US History, and at least one semester U.S. Government
- 20 credits of Lab Sciences
- 20 credits of a Language Other than English fulfilled by completing at least two sequential years of the same language
- 10 credits of Visual and Performing Arts
- 10 credits of Physical Education
- 40 credits Advisory/Global Hour
- 50 total credits of electives (including CTE Pathways courses)
- VLGA Senior Defense

The table below describes VLGA's required course of study's alignment to the A-G requirements, as well as to the California State Department of Education's graduation requirements.

¹²⁸ VLGA will comply with California Education Code Section 51225.1 and ensure that students who qualify (i.e., foster youth, homeless youth, former juvenile court school pupil, child of military family, newcomer, or migratory child) will be provided exemption from local graduation requirements and/or be given a fifth year to complete the requirements for graduation.

VLGA GRADUATION REQUIREMENTS ALIGNMENT TO A-G

| | California State Mandated Requirements ¹²⁹ | UC Requirements for Freshman Admissions ¹³⁰ | VLGA Requirements for Graduation ¹³¹ | Collegiate course sequences fulfilling requirements | Course credits |
|-------------|---|---|--|--|----------------|
| ELA | Three Years | Four years of approved courses | Four years of approved courses (40 credits) | ELA 9 | 10 |
| | | | | ELA 10 | 10 |
| | | | | ELA 11 OR ELA 11 Honors OR AP English Language and Composition | 10 |
| | | | | ELA 12 OR AP English Literature and Composition | 10 |
| Mathematics | Two years, including Algebra I, beginning in 2003–04. | Three years, including algebra, geometry, and intermediate algebra. (Four years recommended.) | Three years including Common Core Integrated Math I, II & III (30 credits) (Four years recommended.) | Common Core Integrated Math I | 10 |
| | | | | Common Core Integrated Math II | 10 |
| | | | | Common Core Integrated Math III | 10 |
| | | | | Pre-Calculus | 10 |
| | | | | Advanced Placement Calculus AB | 10 |

| | | | | | |
|------------------------------|---|--|--|---|----|
| History/Social Science | Three years including World History, U.S. History and 1 semester each of American Gov't and Economics | Two years including World History and U.S. History or Gov't | Three years (30 credits) | World History | 10 |
| | | | | US History OR Advanced Placement US History | 10 |
| | | | | Government | 5 |
| | | | | Economics | 5 |
| Science | Two years, including biological and physical sciences. | Two years with lab required, chosen from biology, chemistry, and physics. (Three years recommended.) | Minimum two years (20 credits); three years recommended | Biology | 10 |
| | | | | Chemistry | 10 |
| | | | | Physics | 10 |
| Languages Other than English | One year of either visual and performing arts, foreign language, or career technical education**. | Two years in same language required. (Three years recommended.) | Minimum two years (20 credits) required; three recommended | Spanish I OR Spanish for Native Speakers I | 10 |
| | | | | Spanish II OR Spanish for Native Speakers II | 10 |
| | | | | Spanish III | 10 |

¹²⁹ <http://www.cde.ca.gov/ci/ga/hs/hsgtable.asp>.

¹³⁰ Ibid.

¹³¹ <http://www.cde.ca.gov/ci/ga/hs/hsgtable.asp>.

| | | | | | |
|-------------------------------------|---|---|---|---|----|
| | | | | Advanced Placement Spanish Language and Culture | 10 |
| | | | | Mandarin 1 | 10 |
| | | | | Mandarin 2 | 10 |
| | | | | Advanced Placement Chinese Language and Culture | 10 |
| Visual and Performing Arts | One year of either visual and performing arts, foreign language, or career technical education**. | One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. | One year of visual and performing arts (10 credits) | Beginning Band | 10 |
| | | | | Advanced Band | 10 |
| | | | | Beginning Choir | 10 |
| | | | | Advanced Choir | 10 |
| | | | | ASB Leadership | 10 |
| | | | | Journalism | 10 |
| | | | | Speech and Debate | 10 |
| | | | | | 10 |
| Physical Education | Two years | Not Applicable | Two years (20 credits) | Physical Education I | 10 |
| | | | | Physical Education II | 10 |
| College Prep Electives/CTE Pathways | Not Applicable | One year college prep elective. | Four years (40 credits) | Pathways (3 Required in a Pathway)¹³² | |
| | | | | Health Science Pathway | |
| | | | | PLTW: Principles of Biomedical Science | 10 |
| | | | | PLTW: Human Body Systems | 10 |
| | | | | PLTW: Medical Interventions | 10 |
| | | | | PLTW: Biomedical Innovation | 10 |
| | | | | LATTC Dual Enrollment Courses (tbd) | |
| | | | | Business Pathway | |
| | | | | Business Management | 10 |
| | | | | Business Finance | 10 |
| | | | | Business Law | 10 |
| | | | | International Relations | 10 |
| | | | | Intro to International Business | 5 |
| | | | | Culture & International Business | 5 |
| | | | | Business Communications | 5 |
| | | | | LATTC Dual Enrollment Courses (tbd) | |
| | | | | Climate Change Pathway | |
| | | | | Courses to be developed in partnership with UCI | 10 |
| | | | | | 10 |
| | | | | | 10 |
| | | | | | 5 |
| | | | | | 5 |
| Advisory/Global Hour | Not Applicable | Not Applicable | Four years (40 credits) | | |
| | | | | Advisory 9 | 10 |
| | | | | Advisory 10 | 10 |
| | | | | Advisory 11 | 10 |
| | | | | Advisory 12 | 10 |

¹³² These are just the initial courses identified with our partners at Los Angeles College and Coastline Community College. Over the next few years as the program is developed, we will work with our partners to identify an appropriate sequence of courses, including advanced courses that will lead to an Associate's degree.

CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to retake courses through APEX, online courses approved by the UC system and are accepted for A-G credit. The courses will be offered through our after school program; a credentialed teacher will oversee the course completion and grading of their content specific class. If a student is using APEX to make up a class that has a lab, the teacher or qualified administrator will ensure the lab work is equivalent to lab work expected of an in-person lab class and meets any A-G requirements.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

We will provide a pathway for transfer students into the school whereby they can access VLGA's program, meet VLGA's promotion requirements, and graduate on time. We will accept credits from other high schools. Credits from other high schools will be recognized according to their A-G distinction. Students entering VLGA in grades 10 through 12 will complete an alternate path toward graduation that recognizes any discrepancies in credits earned in previous years versus previous years' promotion requirements at VLGA but that still supports the student to meet the A-G requirements. The student would be granted the requisite credits to be placed in the grade level appropriate to his/her accumulation of A-G core credits.

ENSURING STUDENTS MEET THE CDE'S COLLEGE/CAREER INDICATOR

VLGA will work to ensure that all students meet the "Prepared" level on the CDE's new College/Career Indicator. We will work to meet this state metric with our students achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on CAASPP
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam.¹³³

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that prepares students to excel on the CAASPP exams, and an array of AP course offerings

¹³³ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

and opportunities for dual enrollment, we are confident all of Collegiate's students can and will meet this college/career readiness indicator criteria.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

VLGA will complete all necessary steps and apply for WASC accreditation. We note that both of VCPS' middle schools have voluntary WASC accreditation.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

The academic calendar complies with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2023–2024 includes 180 instructional days and 190 teacher workdays (180 instructional, four summer Professional Development, six school-year Professional Development). First year teachers and teachers at new VCPS schools also are required to do additional Professional Development in all programs that pertain to their school and grade levels up to three additional weeks prior to the start of the first day of school.



SAMPLE DAILY SCHEDULES

VLGA will offer 390 minutes of instruction for all grades per regular day and 290 minutes for all grades on “early release” days on Friday. Teachers will have professional development (PD) and collaborative time for two hours each Friday after early release. During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs working with our ELD Coordinator on focused proficiency development. After-school tutoring and

support also will be available, pending funds availability.¹³⁴

Monday/Wednesday

7:30-8:30 - Period 0/Club Time

8:30-10:05 - Period 1

10:10-11:45 - Period 3

11:45-12:20 - Lunch

12:25-2:00 - Period 5

2:05-3:40 - Period 7

Instr. Minutes = 390

Tuesday/Thursday

7:30-8:30 - Period 0/Club Time

8:30-10:05 - Period 2

10:10-11:45 – Advisory/Global Hour

11:45-12:20 - Lunch

12:25-2:00 - Period 4

2:05-3:40 - Period 6

Instr. Minutes = 390

Friday (PD Day) - Alternating Weeks

7:30-8:30 - Period 0/Club Time

8:30-9:40 - Period 1/2

9:45-10:55 - Period 3/Advisory/Global Hour

11:00-12:10 - Period 5/4

12:10-12:45 - Lunch

12:50-2:00 - Period 7/6

Instr. Minutes = 290

INSTRUCTIONAL DAYS AND MINUTES

VLGA will offer more than the 64,800 instructional minutes per year required for grades 9-12.

¹³⁴ Our charter petition budget is conservatively planned and does not include some start-up funds which we plan to secure, such as grants from the CA Department of Education (Public Charter Schools Grant Program) and various foundations, as well as after-school funding that is available after our first year of operations. As with our existing schools, we assume that we will be able to offer an engaging after-school program of enriching club and sports activities as well as academic support, pending funds availability.

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of [Other] Days | Number of Instr. Minutes Per [Other] Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/Below State Req't. |
|--------|----------------|------------------------|--|--------------------------------|--|------------------------|--|------------------------|--|-----------------------------|-----------------------------|--------------------------------|---|
| TK/K | No | | | | | | | | | 0 | 36000 | 0 | -36000 |
| 1 | No | | | | | | | | | 0 | 50400 | 0 | -50400 |
| 2 | No | | | | | | | | | 0 | 50400 | 0 | -50400 |
| 3 | No | | | | | | | | | 0 | 50400 | 0 | -50400 |
| 4 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 5 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 6 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 7 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 8 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 9 | Yes | 135 | 390 | 45 | 290 | | | | | 180 | 64800 | 65700 | 900 |
| 10 | Yes | 135 | 390 | 45 | 290 | | | | | 180 | 64800 | 65700 | 900 |
| 11 | Yes | 135 | 390 | 45 | 290 | | | | | 180 | 64800 | 65700 | 900 |
| 12 | Yes | 135 | 390 | 45 | 290 | | | | | 180 | 64800 | 65700 | 900 |

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

VLGA will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program. Some of these will include EdJoin, VLGA job fairs and its website, advertisements at colleges and universities, and word of mouth. Selection of teachers is based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. VLGA will recruit ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in planning and implementing an engaging, differentiated instructional program. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques. (See full job description in Element 5.)

The Superintendent and Principal will review the qualifications of applicants' resumes and VLGA employment applications. The Superintendent and Principal will screen promising applicants by speaking with previous employers prior to selection for an interview. VLGA's administrators and Instructional Leadership Team (ILT) will conduct interviews with candidates. From the first interview, teachers who meet federal and state requirements are asked to come back for a demonstration lesson with the ILT. The Principal ultimately selects teachers based on teaching experience, subject matter/grade level expertise, and demonstrated classroom capabilities. The Principal will notify each person of his or her status once a decision is made. Candidates who are offered employment will receive written notice from VLGA.

PROFESSIONAL DEVELOPMENT

At VLGA, professional development will be critical to the success of our students. At VLGA, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development.¹³⁵ At VLGA, professional development will be directly applicable to

¹³⁵ Castillo, R. L. (2011). *Effective implementation of professional development and student achievement*. California State University, Fresno. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students.¹³⁶

VLGA has both short-term and long-term professional development plans that will promote deep learning and strong implementation of its programs.

VLGA will utilize several specific structures to ensure that teachers are continuously learning and growing their practice. Below are the key structures that contribute toward professional learning:

All Vista Days: VLGA will participate in All Vista Days, which are dedicated to professional development common to all Vista schools. This training includes such topics as: the ISSN framework, Kagan Cooperative training, Way of Council, integrated technology, integrated English Language Learning, and similar initiatives.

Collaborative planning time: Teachers will have weekly common planning time during the week for deliberate collaboration with grade-level teams. This structure will ensure that grade-level teams have regular time to discuss trends of particular students and to jointly develop projects and lesson plans. The weekly time allotted to teachers will increase as the school grows and adds additional teachers for PE, music, art and other enriching activities.

Professional Learning Communities: VLGA faculty works as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue.¹³⁷ Not unlike the students, the faculty at VLGA will meta-cognitively process their instruction. The focus questions rely not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need. Faculty analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade-level teams. Faculty receive Professional Development support during minimum days (currently set for Fridays). This support enhances the Professional Learning Community.

Peer coaching: Grade-level teams will be given time to meet with and observe one another frequently. These teams will utilize a protocol to provide each other with targeted feedback and personal growth support.

Instructional rounds: Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by

¹³⁶ Ibid.

¹³⁷ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

implementing and modeling different solutions. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation.

Teacher growth and development: VLGA will use the Dr. Charlotte Danielson Evaluation Instrument¹³⁸ as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflect on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

¹³⁸ The Framework for Teaching Evaluation Instrument. Accessed from: <http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf>.

ISSN Professional Development: Our partnership with ISSN includes collaboration with other network schools and additional services. Administrative and instructional staff participate in professional development that include the following:

Site visits: VLGA will host an ISSN site visit during its first and third years in the network.¹³⁹ Visits will be conducted by a group of four to six network principals and consultants, who spend two and a half days at a school, visiting classrooms, conducting focus groups and interviews, and reviewing curriculum maps, student and staff handbooks, and other artifacts that capture the work of the school. At the end of the visit, the host school receives a 40-page report with feedback on each area of the ISSN School Design Matrix. That report becomes a tool to guide strategic planning and ongoing improvement efforts. The visits also serve as a rich professional development opportunity for the visiting principals.

National network meetings: Community Catalyst Partners hosts biannual meetings for ISSN school leaders, where they conduct a study tour of a network school, participate in targeted learning activities, and have time to connect and share ideas. These meetings provide a rare opportunity to connect with peers, exchange ideas, solve common challenges, and learn together in a safe community.

Regional events: Regional ISSN coordinators offer additional trainings and events for ISSN educators to connect within a geographic region. These are opportunities for teachers to share feedback on curriculum, for administrators to support each other in solving common problems of practice, and for all staff to gain new skills and knowledge relevant to the global studies mission.

| Professional Development Topics and Professional Learning Community | |
|---|--|
| Compliance and Mandated Training | Mandated Reporting Uniform Complaint Procedures FERPA Blood Borne Pathogens Safe School Plan & Procedures – Emergency Drills, Evacuation procedures, etc. Sexual Harassment Appropriate Use of Technology |
| School Culture | Way of Council School Discipline Policies and Procedures Restorative Justice practices Classroom management |
| Curriculum & Instructional Methods | Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Subject/departmental meetings Technology instruction and integration Mastery Learning Educating for Global Competence |

¹³⁹ We also host site visits for other organizations, MTSS, CSU Long Beach, OC Charter Principals Network, who come to observe our model and instructional practices.

| | |
|---|--|
| Assessments & Standards | Assessments to inform instruction Common Core and State standards Internal Standards Scope and Sequence Alignment of Curriculum, Standards, Assessments Progress Reports and Report Cards Assessments (teacher created, publisher, and national normed) Adoption of the Dr. Charlotte Danielson Evaluation Instrument Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities) SBAC aligned assessments AP test prep strategies Learning Management System |
| Differentiation / Special Education/Student Supports | Modifications and intervention strategies Multi-Tiered Systems of Support (MTSS) Data Driven Instruction Techniques for Differentiation English Learner strategies, reclassification and monitoring policies and procedures Special Education compliance and services |

MEETING THE NEEDS OF ALL STUDENTS

VLGA is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their teenager, including making appropriate referrals to community organizations.

By providing highly differentiated and scaffolding supports for each learner, all students are capable of thriving academically, socially and emotionally at VLGA. The educational program is appropriate for students of various backgrounds, including students who are academically low achieving, students who are academically high- achieving, English Learners, and students with disabilities. As described below, VLGA will use a variety of assessment tools to identify students who fit into these categories and in turn, implements a variety of effective strategies to target the unique needs of each student. Through transparent and continuous communication with their families, we ensure that students' needs are being met in the school community and also supported at home.

After a student has enrolled in VLGA, baseline assessments will be given to each student. Included in the baseline assessments are the following:

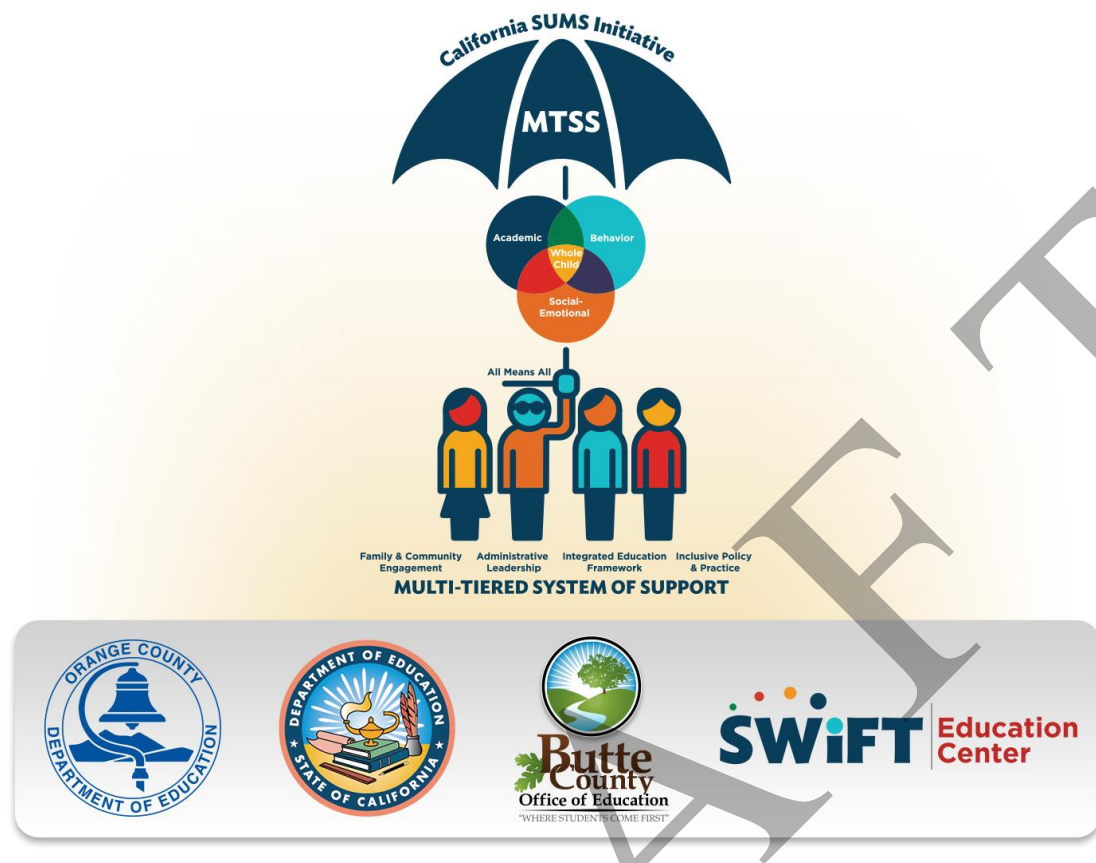
- An enrollment form collected after admission that asks families to provide information they wish to share including student's interests/strengths, areas of growth, learning preferences and other pertinent background information.
- Renaissance STAR 360 and Agile Math diagnostic assessments will be administered for all entering high school students to assess course placement and identify any needed support, intervention or remedial needs. (VLGA also will administer a variety of formative and summative assessments throughout the high school years as detailed in Elements 2 and 3.)

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

As in all VCPS, VLGA will implement a Multi-Tiered Systems of Support (MTSS) approach to ensure students are monitored regularly to determine progress. This diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The chart below details the MTSS Tiers for academic and behavioral interventions.

MTSS for Academic and Behavioral Interventions



Tier 1 – Proactive Prevention through high-quality first instruction and pedagogy

- Diagnostic and ongoing assessment
- CCSS-driven instruction
- Integrated ELD in all subjects
- Close school-to-home communication
- Progress reports
- Differentiation through PBL, Kagan strategies
- Way of Council

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Ready Math intervention strategies
- Advisory/Global Hour (daily intervention period with students receiving small group, targeted support)

Tier 3 – Intensive Intervention

- Administrative involvement
- Student Success Team

- Administration, teacher, student interventions (e.g., Way of Council and other restorative student to student practices)
- Counseling
- Possible referral for an IEP

Student Success Team

The Student Success Team (SST) is centered on the student, and reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 MTSS strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher(s), parents of the student being discussed, and other staff or personnel such as teaching assistants that may have valuable information regarding the strengths and needs of the student. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including, but not limited to, those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any VLGA family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected to that student can be included in the SST to share about the student's strengths as well as concerns and strategies that may or may not have been used in the past. People who may be included in an SST meeting might be, for example, teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to convene a supportive team in a positive atmosphere to determine and implement best strategies to support VLGA students in finding success.

The VLGA SST meetings shall include the following steps:

1. Introduction of SST team members and participants
2. Meeting purpose and process
3. Timekeeper appointed to track SST meeting minutes
4. Identification of Student Strengths
5. Concern areas are listed, discussed, clarified, and brainstormed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are brainstormed or chosen
9. Identification of actionable strategies
10. Individual commitments to actionable strategies
11. Person responsible and timelines for all actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow-up, if the problem continues, revisions to the plan are discussed and implemented; however, if deemed necessary by the SST, a referral for special education or Section 504 assessment might be made.

The following subsections explain the ways in which VLGA will identify and addresses the needs of diverse learners.

ENGLISH LEARNERS

Approximately one third of our students are English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. VLGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. VLGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

IDENTIFICATION OF ENGLISH LEARNERS

VLGA's EL program will adopt the VCPS English Learner Plan (as approved by LAUSD). VLGA's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level content mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student's first enrollment at VLGA.

The ELD Coordinator (the Assistant Principal) will assess English language proficiency of all enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the Charter School's responsibility to conduct ELPAC testing and inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

| Level | Description |
|-------|---|
| 4 | English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful |

| | |
|---|---|
| | ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards). |
| 3 | English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards. |
| 2 | English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards. |
| 1 | English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards. |

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

Parents are notified of their rights and their child’s ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction during an ELD class in their course schedule. All students participate in the general education classroom during instructional time where teachers implement

strategies to support “integrated” academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

During designated ELD, students will complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the Lexia platform. Upon completion of weekly tasks student data is analyzed to track progress of language acquisition. The Lexia Platform also provides a norm-referenced test that students take three times a year to track progress and standards mastery. When a student is identified as to having difficulties mastering a concept, students are pulled out for targeted intervention on the specific content necessary.

All VLGA teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model that will be used by VLGA places a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. VLGA’s philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student’s needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:¹⁴⁰

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

¹⁴⁰ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

- Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
- Flowcharts – Students sequence important events in the content studied.
- Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write “yes” or “no” on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC

VLGA has based its English Learner support program on the 2012 California ELD Standards. As guided by the CA ELD Standards, VLGA teachers will provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator (the Assistant Principal) partners with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

VLGA will ensure that teachers meet all state and federal requirements and are supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their student's English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

SERVICES AND SUPPORTS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. VLGA will use assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

VLGA will provide high quality professional learning opportunities for all of its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development will focus on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers will be authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and Sheltered Instruction Observation Protocol (SIOP) model. Our ELD Coordinator will also communicate the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers will further ensure student access to academic content.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

The Principal at VLGA will be responsible for ensuring the quality and success of all instructional programs and will report to the VCPS Superintendent and Board on progress towards academic goals, including serving EL students. The Principal will conduct regular classroom observations and provide feedback and coaching. In addition, the Principal will work with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis will be followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

Teachers will be expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers will use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

VLGA will monitor student mastery of the ELD standards through the use of ELD folders. The ELD folder will be used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers will select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work will be replaced with more representative samples. By the time an ELD portfolio is complete, it will contain at least one sample for each domain. The ELD Coordinator will review ELD folders at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator, to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator will maintain ELD portfolios, monitor classroom instruction, update ELD levels in the EL Student Information System (Power School), place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The ELD Coordinator will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student classification will use the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they will continue to build on existing language skills and knowledge.¹⁴¹

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the Charter School receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria are as follows:

| Reclassification Criteria | |
|--|--|
| Annual ELPAC Scores | <i>Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language)</i> |
| Teacher Evaluation | The teacher judges the student will be successful in a Mainstream English Program based on a review of: |
| Report Card | Report card grade marks of C or higher in English Language Arts |
| CAASPP (11th grade) or Scholastic Reading Inventory (SRI) for other grades | |

¹⁴¹ California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>. Accessed on August 6, 2018.

The student has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above

Parent Opinion/Consultation

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student moves forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements, they can then be recommended for reclassification pending the release of CAASPP scores for that year (for 11th graders); and SRI scores and ELA course grades (for 9th, 10th, and 12th graders). If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS

In order to meet the individual needs of each English learner, the ELD Coordinator will carefully monitor student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that VLGA will provide for all students.

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide VLGA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas¹⁴²:

¹⁴² <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). VLGA will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve as the ELPAC testing coordinator and meet periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) VLGA will closely monitor each EL’s progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. VLGA will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

IDENTIFICATION

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At VLGA, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). Research has indicated that approximately 10% of any given school population is gifted. Students will be identified

as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages through teacher observation, internal assessments, and CAASPP/SRI, and ELA course data.

Students must meet at least 4 of the criteria below; one of the criteria must include Cognitive Ability of Standardized Achievement.

| Criteria | EO/RFEP | EL |
|-----------------------------------|---|---|
| Cognitive (TONI) | Verbal - 85%+ Non-Verbal - 85%+ | Verbal - 85%+ Non-Verbal - 85%+ |
| SBAC | ELA - 4 Math - 4 | ELA - 4 Math - 4 |
| Renaissance 360 | ELA - 85%+ Math - 85%+ | ELA - 85%+ Math - 85%+ |
| Reading Level (Brigance) | 2+ grades above | 2+ grades above |
| Report Card | Condor - 50%+4s in ELA or Math Heritage - GPA 3.5+ | Condor - 50%+ 4s in ELA or Math Heritage - GPA 3.5+ |
| Teacher Recommendation (SRBSS) | Elevated in 2 or more domains | Elevated in 2 or more domains |
| Environmental | McKinney-Vento, Foster Migrant, SWD | McKinney-Vento, Foster Migrant, SWD |
| EL Reclassified | By 4th grade | N/A |
| ELPAC | N/A | +2 levels in one year |

Notes: Students with Cognitive ability 90%+ will automatically qualify. Students with high achievement score must also have Cognitive ability of at least 50%. Students who have been identified as possible achievers and/or gifted will be tested for giftedness. VLGA will continually evaluate students' achievement level to ensure that high-achieving students can be quickly identified and served.

PARENT NOTIFICATION AND INVOLVEMENT

Just as in the case with low-achieving students, the classroom teacher will contact parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents will be notified in writing or by phone to set up a conference. Family members provide rich information about their child's strengths, needs, and learning styles— which informs the supports the learner receives at school. The

Digital Portfolios will enhance parent involvement, as they have components that involve parents in their student's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals will be communicated through regular progress reports, calls and emails home, and in-person meetings with parents, teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support youth of all abilities.

MEETING GIFTED AND HIGH ACHIEVING STUDENTS' NEEDS

The VLGA model of instruction and focus on student engagement includes differentiation, student choice and autonomy, all key factors in serving gifted and high-achieving students. The curriculum and programmatic choices at VLGA will provide ample opportunities for high-level thinking and problem solving. Our focus on global outcomes and competencies will provide real-life application and a deep sense of relevance that serves gifted learners.

- All students will have access to a Chromebook or similar device and can access online libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

MONITOR PROGRESS OF GIFTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

High-achieving and gifted students will be closely monitored by teachers and through family outreach. Students will also be able to articulate their needs and goals when developing their Digital Portfolios. The school will also monitor the percentage of identified students and gauge it against the average of 10% students being gifted or high-achieving at most schools. Student behavioral issues will be identified and looked at as possible identifying markers of gifted or high-achieving students not being sufficiently challenged.

STUDENTS ACHIEVING BELOW GRADE LEVEL

ASSESSMENT AND IDENTIFICATION

VLGA anticipates serving a population that traditionally has struggled to bridge the achievement gap and often faces significant challenges to achieve grade-level competency. While students may be achieving at significantly below grade level in some, or all, academic areas, when they enroll at VLGA, it is our responsibility to ensure that each student is properly assessed and supported in rising to his or her potential. We firmly believe that all students have the potential to thrive academically given the right conditions for learning. At VLGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VLGA, is to ensure that every student is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff will provide on-going and continuous assessments in our efforts to seek out and support students who are academically low-achieving and might be facing a special learning need or experiencing extenuating circumstances outside of school. We

are dedicated to providing the additional academic and social emotional support such students need to succeed.

VLGA will enlist a variety of assessment tools to identify students who are achieving at lower academic levels. All incoming students will take a diagnostic reading and math assessment through Renaissance STAR 360, as well as Agile Mind for Math. Additionally, diagnostic assessment in English Language Arts and mathematics will be administered to all students multiple times each year to track growth and progress.

PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing, email or phone to set up a conference. Parents are considered key partners in helping us understand their son/daughter and what strategies might best fit the needs of their child. Family members provide rich information about their child's strengths, needs, and learning styles – which, in turn, shapes the supports that the learner receives at school. The Digital Portfolios will enhance parent involvement, as they have components that allow the parents to be a part of their student's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and to set learning goals. Progress toward these goals will be communicated through regular progress reports each semester and more often as needed, calls and emails home, and in-person meetings with parents, teachers, and administrative staff as needed. Constant communication between the school and families will enable stronger partnerships to support the students.

SUPPORTS AND INTERVENTIONS

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at VLGA is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that will support academically low-achieving students include the following:

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students will be regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.
- Advisory/Global Hour will be a flexible intervention/enrichment period during the school day where teachers get to select appropriate skill-based interventions for each specific students' needs. Students may also self-select into intervention or enrichment classes. This will allow for intensive, targeted interventions with reduced class sizes, while also giving students who are displaying mastery the ability to participate in enrichment classes that they would not be able to take otherwise.
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide differentiated instruction in small groups in the classrooms. These groups will be informed by data as well as the skills and concepts. If students continue to struggle they will be provided

with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Khan Academy etc.).

MONITORING PROGRESS

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments, and benchmark assessments. If intervention supports do not lead to sufficient progress, as previously stated, a Student Success Team (SST) will convene to consider alternative intervention strategies. Prior to monthly meetings, the case manager will consult with all referring teachers to gather more data and information about the referred student. At the meeting, referrals will be reviewed and next steps to support students are taken based on the data and information collected. Academic supports can include small group pull-out intervention, one-on-one intervention, accommodation of student work, counseling, participating in peer counseling groups, parent consult/involvement, wrap around services if necessary, or referral for evaluation.

Should the SST process fail to yield adequate progress, additional steps, such as a referral for a special education evaluation and/or 504 services will be taken. Additionally, Kagan strategies and Way of Council will provide a framework for continual and ongoing observation and assessment. Teachers at VLGA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction accordingly.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

As detailed above, we anticipate that virtually all of our students will come from socio-economically disadvantaged families; in many cases we expect our students will have experienced extreme poverty including homelessness and housing instability and food instability. In order to support these students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and more all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

We will minimize financial challenges for students by offering free uniforms and providing meals, including Friday take-home meals for our neediest students and meals via Blessings in a Backpack on weekends. A comprehensive meal and snack program and free before and after school care will help support working families.

As with all student subgroups, the Principal and Superintendent will monitor subgroup data through state testing, benchmark testing and ongoing monitoring of students' progress.

STUDENTS WITH DISABILITIES

Please see FSDRL at beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

VLGA will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

VLGA will identify homeless youth through initial enrollment forms, as well as drops in grades, hunger, fatigue and other signs of stress. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. VLGA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

VLGA will screen for foster youth via possible visits from social services; non-parent enrolling student in school; home arrangements (group home) and self-identification. As needed, foster youth can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth will be provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

As detailed above, our SST process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator.

"A TYPICAL DAY"

Part of a week in the life of a student at Vista Legacy Global Academy:

The following provides an example of what part of a week in the life at VLGA might look and feel like for a student. Schools are dynamic, human-centered organizations and, while schedules and basic routines will have consistency, no two weeks will look exactly alike. The following description strives to highlight unique features of a VLGA week but is solely demonstrative. Times and the actual bell schedule have been manipulated to showcase innovative programs, approaches, and signature practices.

Miguel, a tenth-grade student, hops off the bus with two of his buddies, Jesse and Julian, and the three boys walk towards the entrance of their high school, VLGA. As they cross the parking lot Miguel sees a few familiar sights. A few cars pull up and some of his classmates jump out of their parents' cars, and simultaneously wave goodbye to their parents and wave hello to Miguel and his friends. Mr. Bailey, the Assistant Principal, is there to greet the students being dropped off, as he always is, and he offers his fist for Miguel to "fist bump" as Miguel walks by.

"Happy Wednesday gentlemen. Let's make this a terrific day. Make sure you have spoken to Ms. Creed and registered for the PSAT."

Miguel silently nods. He already has his appointment with Ms. Creed, the school's counselor, later this afternoon. Ever since beginning 10th grade, Miguel and Ms. Creed have held numerous conversations about his grades, goals and future plans.

Miguel smiled as he reflected on being one of the students who began at Vista in Kindergarten and made it all the way through to the high school and will be in the school's first ever graduating class. "You

will be the ones who show future classes the Vista way.” The message was burned into Miguel’s memory. He burned to be one to show his classmates, his community, and the world “the Vista way.” Miguel feels enormous pride in being in this graduating class, even if it is corny.

The boys are asked for their school lanyard by the supervision aide standing at the door. She also checks each student for proper uniform, and having no issues with his dress, Miguel enters the school, and proceeds to the cafeteria to grab a hot breakfast. He finds a group of his closest friends, and they share gossip and laughter as Miguel eats his food. He eats hurriedly because he wants to ensure he has time to hit the gymnasium to fit in a short basketball game during morning club time before class begins. Even before he swallows his last bite, a group of the boys, Miguel included, jump up, collect their bags, toss their trash in the bin, and head towards the gym.

The gym is bustling with activity. He sees Mr. Jimenez, the PE teacher, setting up for his day while various groups of kids play soccer, or basketball. Other students sit along the perimeter of the gym, listening to music, or pointing and laughing at the students playing. Miguel and his buddies collect a basketball from the rack supplied by Mr. Jimenez. They find an empty net and play a quick, sloppy, and brag filled game of half-court basketball.

At 8:20, precisely ten minutes before the start of period 1, Mr. Jimenez blows his whistle and students slowly begin to return equipment and collect their belongings. It is time for period 1, and for Miguel that means it is time for Chemistry. He says goodbye to his basketball friends, who linger in the gym, and walks down the hall towards his classes.

Late in his 9th grade year Miguel and his classmates each selected which of the three academic pathways offered at Legacy that he would pursue. He was provided information about each pathway: a Health Science pathway and a Business pathway. Miguel’s mom reminded him that he always has said that he wanted to be a doctor when he grew up. By selecting the Health Science pathway, Miguel will have the opportunity to take classes at nearby Los Angeles Trade Tech College, and maybe even earn his Associate’s Degree while he is still in high school. Nobody in his family has yet attended college and he could earn a degree while still in high school! Miguel is determined to make that happen.

Wednesday 8:30 a.m. Period 1: CHEMISTRY

Miguel is greeted at the door by his teacher Ms. Sotero. She smiles and says, “Good morning, Miguel,” as she hands him a sheet of paper, and adds, “This is the goals sheet for your group for today. Your group is here already.” Miguel knows that is Ms. Sotero’s way of warning him about almost being tardy, so he quietly joins his group of 4 to work on the goal sheet.

After 5 minutes, Ms. Sotero dings her bell, and calls the class to attention. She then introduces the day’s teaching point, which she presents using Legacy’s WHAT, HOW, and WHY template. Pointing to the smart board she explains, “Okay Chemists, we’ve been becoming experts on the chemical processes of how viruses do their dirty work. You’ve all learned many things about what chemicals destroy different viruses and why. Eddie, head up please,” she says. Eddie’s head pops up across the room. “Today, chemists, I want to teach you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. I am going to demonstrate that by walking your groups through how to use your computers to create an infographic for use in public spaces all around the community, which can share a great deal of important information quickly in an engaging way. We are going to learn this because globally competent scientists use their knowledge to inform the public about possible health hazards when they can.” She scans the room, and continues, “Make sure you have the essay you are writing in ELA handy because you will want to make sure that the same points you are arguing in the essay will also be on your infographic.”

Miguel reaches into his bag and pulls out his English folder. The teachers in Miguel's 4 core classes (Chemistry, English, Integrated Math II and U.S. History) had worked together during their preparation periods and during professional development meetings to craft a multidisciplinary unit on "Infectious Disease." Every class had spent the last three weeks learning about infectious diseases through the lenses of different courses. Miguel enjoyed learning about the topic so much that he often forgot he was really learning chemistry or math or writing. His teachers made his schoolwork feel so authentic that it was easy to get lost in the flow of his work. To Miguel, what he was doing at school felt important.

Ms. Sotero continues class with a fast ten-minute lesson where she uses her own computer to demonstrate a way the students might create their infographics. As she does so she shares her thinking. "The first thing I need to decide is what facts and information I will include in my infographic. I know this infographic will be used inside laboratories and universities where scientists work. So on this infographic I am going to make sure I am using scientific terminology. Instead of "clean" I might say "use anti-viral solutions." I know that part of the assignment will be to create a second infographic for lay people, so I can use the informal language there." She pauses slightly. "Now look through your essays. Each of you find one fact or piece of information you think you must include in your infographic." Students across the room rifle through their papers. Miguel scans his own essay and selects the fact "one virus alone killed over 675,000 Americans in 1918."

"Now share your one fact with your team and explain why you feel this fact must be included in your infographic. What makes your fact so important? I will set the timer for 5 minutes." She sets her timer and walks among the teams. Miguel and his team take turns sharing their ideas.

When it is his turn, Miguel shares his fact, adding, "We need to include this because it shows how bad this can get."

"How bad can what get?" asks Ms. Sotero, who has walked up while Miguel was focused on listening to his teammate.

"How bad an...infectious...outbreak...could be?" Miguel offers hopefully.

"Well that is a little better, but I think you and your team will need to work on being very specific in your explanations. It does not help to be vague and general when you are using science to save the world." She moves on to the next group. Miguel cannot help but smile for two reasons. The first reason is that he thinks Ms. Sotero is funny. She is firm, and she can be weird, but Miguel loves her warmth and gentle guidance. The second reason he is smiling is because the goal his group wrote down during the warmup was "Try to be as clear about what we say and mean as possible." When he looks back at his team, he sees they are smiling too.

When the timer goes off, Ms. Sotero asks, "What questions might there be?" When no one asks a question she quips, "Oh, there will be questions. Ok. You know what to do. You have 40 minutes. Get cracking. I will come around."

The room erupts in energy and action as groups pull out their Chromebooks and notebooks and get down to work. His team begins its work by everyone assuming their previously chosen role. Miguel is the timekeeper. His job is to move the team along if it gets stuck and he is also responsible for letting

the team know how much time is left. He had requested this role, because he often found himself forgetting how much time was left when he was in the middle of working with his team. By the time 40 minutes had passed, his team had chosen their 8 facts, and their visual theme and had begun laying out the infographic using the application Ms. Sotero had shared.

Ms. Sotero once again calls the class to attention and begins the routine of class progress share out. She begins, "Today I taught you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. We demonstrated this by working on creating infographics which can share a great deal of important information quickly in an engaging way. So, let's go around the room and can I have each facilitator share today's progress with the class? Team Alpha?"

Angie, the facilitator of Miguel's group shares, "We chose our 8 pieces of information, and then we decided on our theme. We are now in the middle of designing the first one."

Ms. Sotero thanks her and asks the other groups to share their progress. Miguel tries hard to listen to each group but he keeps drifting off and thinking about his next class, English. He feels nervous.

As the last team finishes, Ms. Sotero says, "Today's exit ticket is a review. Everyone should get this one. What are the 6 most common types of chemical reactions? List them."

Miguel quickly scribbled, *combination, decomposition, combustion, single and double something* on the paper and hung his head as he handed his paper in. He is frustrated he couldn't remember the last three names. It annoys him until he bumps into Julian who asks, "Are you ready man. You go today, right?"

"Yeah, I go," Miguel says.

"I can't wait to hear your speech, bro."

By this time the boys have reached their next class.

Wednesday 10:10 a.m. Period 3: ENGLISH 10

As Miguel and Julian enter the room, Miguel notices the shelves of books along the far wall. He has read eight full books so far this year, during his independent reading time, and Miguel has spent a significant amount of time "book shopping" in those bookshelves.

The second thing he notices is that his teacher, Mr. Aguilar, has arranged the seats in a circle, which could only mean one thing.

"Socratic Seminar," says Miguel excitedly. He loves Socratic Seminar. When teachers and students hold deep conversations about what they are reading and writing Miguel feels much more connected to his classmates. He enjoys sharing ideas about great authors, and classic books, and debating controversial ideas in the safe structure the Seminar provides.

Mr. Aguilar waits until the last student has settled into the circle before addressing the class. "Good morning Writers! One thing that strong writers do to strengthen their writing is to talk about their writing with other writers. Sharing struggles and ideas helps all writers because by sharing these things writers can gain different perspectives on their work. Other writers may have solutions to our writing

problems, or they may offer a differing viewpoint which forces you to fortify your own thinking and of course writing. So if everyone looks at the agenda for the day..."

Heads turn to view the white board.

Mr. Aguilar continues, "So today we will begin class with a Socratic Seminar. I will ask you open-ended questions about your Infectious Disease Position Papers and we will see if we can't assist one another as we get ready for final edits on Friday. After Seminar we will have Independent time, where most of you will be revising your drafts, or rehearsing for round one of your speeches. During that time, I will be finishing up the last couple of writing conferences. Miguel, I think we have a conference today, and Amy, Luis, and Giovanny. Then we will close class with the first round of Speech rehearsal and feedback. Look at the sign up on the board. Today's speakers shall be Miguel, wow, Miguel, it is a busy day for you." Miguel knows that. That's why he feels nervous.

"Ok, writers, you all have been working and researching different aspects of the topic infectious Disease. We've read and analyzed parts of Journal of the Plague Year by Daniel Dafoe..." A moan ripples through the room. "Yeah, yeah, you loved it. We looked at part of Pale Horse, Pale Rider by Katherine Anne Porter. We've read a few articles about COVID 19 and the Spanish Flu. All that in addition to whatever research you've done on your topics. Wow, you must really be experts on disease by now." Miguel feels like he is far from an expert but he is learning so much about this topic through the way his teachers organize their lessons. If this is what Health Science looks and feels like, he is all in. "So, my first question is what part of writing up your findings in your position paper is challenging you the most? Share your specific topic and then share what you find most challenging."

Following an engaging Socratic Seminar discussion, the class is given time to work on their writing.

"We have three speakers today. I want to remind everyone about our Rules for the Audience. These are not finished speeches. After each speech we will provide 3 pieces of feedback. Miguel, are you ready?"

Miguel slowly walks to the front of the class. He fights the butterflies off and clears his throat. Then he begins, "In an increasingly interconnected world, the issues of global health and infectious disease have a real impact on us all. Malaria kills more than half a million children each year. The most frequent cause of death in developing nations are infectious diseases, such as malaria and tuberculosis, which are virtually nonexistent in developed nations. Millions of children under five die from preventable infectious diseases. This is why, although the economy was harmed, closing down businesses and forcing people to stay home was the right thing to do, because it saved lives and prevented our hospitals from being crowded ..." As Miguel continues, his breathing becomes more steady.

Miguel finishes his speech and takes a deep breath. Public speaking always makes him nervous, and almost every class requires some kind of speaking. He knows that even though he is not the best speaker, he is getting better each time. Mr. Aguilar asks the class for feedback.

"Slow down. You speak quickly," one student offers.

"Towards the end, when you stumbled, you almost let it throw off the rest of the speech. The audience does not know when you make a mistake. Just keep going."

"Eye contact. You never looked up from your paper."

Miguel thanks the class for their polite applause and returns to his seat to listen to the next two speakers. Miguel feels jealous that they seem to be so comfortable, but he knows he can get to the same place if he keeps on working. It worked in Math when he struggled, and it will work here.

Once the speakers receive their feedback, Mr. Aguilar reminds them what is due Friday when they meet again and dismisses the class. Miguel collects his belongings and as he leaves, Mr. Aguilar says, "Miguel, your speech was so much improved. I can tell you have been putting effort into this." Miguel thanks him. He has been working hard on this.

As he steps into the hall, Miguel realizes that he is hungry. Good thing it is lunch time. He waits for his boys outside their class before heading to the gym for pre-lunch recess. At Legacy, students are given their recess before they eat. It helps them build an appetite, and more students seem to eat the healthy and tasty school lunches when they aren't rushing off to play.

11:45 a.m. Lunch

When he arrives, the gym is already alive with activity. He sees the campus supervision team stationed around the gym watching the games of soccer, basketball, and volleyball being played. Scattered around the gym are clusters of students. He finds his buddies and joins the basketball game already in progress. Miguel hopes that by next year, when he is a Junior, he will be able to play on the school's basketball team. He badly wants to represent his school as a Legacy Eagle by playing his favorite sport. If he continues to practice, and listen to Coach Jimenez, he knows he will improve in basketball just as he has improved in Math and Writing.

Fifteen minutes pass too quickly, and the whistles blow alerting the students that it is time to join the cafeteria line. He grabs his lunch, chicken quesadillas, his favorite, and sits in his usual spot. He gobbles his food down and spends the remainder of lunch time chatting and laughing with his friends. Once the signal is given to dismiss by table, Miguel and his table throw out their trash and head on to their next class. For Miguel, that is Integrated Math II.

12:25 p.m. Period 5: Integrated Math II

Miguel knows the routines of Math class like the back of his hand. Upon being greeted by his teacher Ms. Penate, he joins the other students at his assigned table, as they all take out their Chromebooks and log in to Google classroom. There he finds his Math Goals Tracker form. On this form he reviews the work he accomplished during the last class, this past Monday. He reminds himself that he was in the middle of practicing translating the information included in word problems into an appropriate equation that Ms. Penate had taught him and his group at the teacher's table.

Miguel understands that he still needs to practice this skill today, because on Monday he did not reach his goal: *I will select the best equation to solve a problem, based on the information contained in the word problem in at least 4 out of 5 tries.* Shaking his head, Miguel remembers how he struggled on Monday. He reassures himself by recalling what Ms. Penate said to him then, when she saw his scrunched-up face. "Remember, Miguel, what I always say. Fail early and fail often. As long as you keep your Growth Mindset, you will get better. Don't give up on yourself. I'm here when you need my help." Smiling with confidence, Miguel decides he will continue to work on the same goal. He is not going to give up on himself.

"What's your daily goal, Miguel?" asks Anahi, his elbow partner.

"I'm still going to practice word problems," he responds. He glances at Anahi's tracker and sees that she has a completely different goal. Anahi will be using Khan Academy for independent practice on inequalities. Miguel practiced his inequalities last week and feels the pride that comes from accomplishing a goal one sets for oneself. He submits his daily goal tracker online and finds the Word Problem practice that Ms. Penate has uploaded.

Just as he is about to begin, Ms. Penate calls the class to attention. "By now, you all should have submitted your daily goals...Anahi, it looks like I still don't have yours." Miguel notices Anahi quickly hit a button on her keyboard. Soon after Ms. Penate says, "Ahh, there we go. Thank you, Anahi, my friend."

"I noticed on Monday that a few of you still had some questions about how to pick the proper equation for word problems. So today I will start by meeting with you at the Teacher's Table. So can I see Eduardo, Miguel, Daniella, Hector and Estrella up here with me? In the second rotation I would like to see Angel, Ashley, Raymond, and Sissi at the teacher's table, and we will review ratios, okay? Raise your hand if you would like to begin with continuing working on your Cost-Benefit analysis of the COVID 19 shutdowns." Miguel sees the hands of seven classmates go up in the air. He is anxious to work on his analysis, but he knows he must meet the teacher at the teacher table first. "Great. You all start the rotation at the back tables. Who is ready for an assessment?" Only two hands go up. "Okay, Jesse and Maribel, do you know what standards you are assessing?" They nod in the affirmative. "Okay, all the assessments are already in Google classroom listed by standards. Take your time. I suppose the rest of you are looking to begin with peer study partners?" Many head nods. "Ok then, get to it."

The classroom explodes with movement as students pack and stack their belongings and move to the appropriate table. The students in the back at the independent practice table pop earbuds in and begin intently watching the Khan Academy videos their teacher had linked to their accounts. Other students paired off and began to hold quiet "six-inch voice" conversations about their Math assignments. Jesse and Maribel transitioned to the assessment corner. Miguel was impressed as he looked at Jesse, who had an eager and determined look on his face. Miguel could remember a time where Jesse hated Math class and would spend most of his time misbehaving or checking his cell phone. However, ever since joining Ms. Penate's class, with her way of teaching, Jesse has changed completely. It seems to Miguel that Jesse actually enjoys Math class.

Miguel knows why. In the past, the entire class had to sit quietly while the teacher would speed through practice problems on the board, assign the same practice problems for homework, and give the same exam to everyone on Friday. Now, in Ms. Penate's class, students are given the choice to work on the things that they want and need to work on. No longer is the Math lesson one-size-fits-all. Ms. Penate meets with small groups of students and teaches them the standards they still have to Master. Miguel finds it much more exciting and fun because he knows he is learning exactly what he needs to know, and he is ready to learn it, and eager to demonstrate when he masters a new idea.

By the end of this class, Miguel has revised his weekly goals for word problems and he has collaborated with Anahi on his COVID Cost Benefit analysis. Again, class was dismissed before he knew it. Miguel was very satisfied with the work he had completed.

Ms. Penate refers students to today's exit ticket on google classroom. Miguel types in his reply and waits to be dismissed.

The hallways are bustling, as Miguel walks towards his final class of the day, Physical Education. That means he is headed back to the gymnasium.

2:05 p.m. Period 7: PHYSICAL EDUCATION

Most students entered the gym and walked immediately to the appropriate locker room to change into their PE uniforms, with “Vista Athletics” boldly printed across the front, with a small Eagle on the sleeve. Miguel instead walks to Coach Jimenez, who is laying out traffic cones at each corner of the gym in preparation for the mile run which is held every Wednesday.

“Hi Coach.”

“What is going on, Miguel? Go get your uniform on.”

“I have an appointment with Ms. Creed at 2:10 and I wanted to tell you first. I am not ditching.”

“Thank you for telling me. When you get back you are still doing the mile.”

“Yes, coach.” Miguel walks to the front office, and speaks to Ms. Ruth, the office manager. “Hi Ms. Ruth, I have a meeting with...”

“...Ms. Creed. I know, Miguel. You can go in. She is waiting for you.” Miguel is always amazed that Ms. Ruth seems to know everything that is going on at Legacy. She knows every student, and most of their parents by name.

Miguel enters Ms. Creed’s office and already she has a few documents spread out on the table. She welcomes Miguel and closes her door.

“Thanks for coming on time, Miguel. There are a few things I would like to run through with you. The first thing I want to do is make sure you have registered for the PSAT next month. Have you registered yet?”

“No ma’am. I want to register now.”

She hands him the school registration form, and he carefully fills it out. Ms. Creed accepts the registration and hands him a reservation ticket. “You will be in group 3. Do not lose that ticket. We won’t allow you to test in your session without it.”

“OK.”

“Now let’s go over your Individual Graduation Plan. I was reviewing this earlier, and I am impressed. You are all caught up on your credits, and so far your grades look good for this semester. I do want to ask what is going on in English class?”

Miguel’s lowest grade was in English. It was always the lowest in English. “Yeah, I am not a great writer, but Mr. Aguilar and I have been really working to improve it. I should raise that to a B with my next project.”

"I am glad to hear that you and Mr. Aguilar are working on it, but how would you feel if we could get you some additional support? If I can arrange for a tutor during Zero Period, would you be open to working with them?"

Miguel understood that hard work and practice pays off. That is the Vista way. He agreed to working with a tutor to raise his grade.

"Excellent. Now let's talk about your progress in your Pathway. How is that going?" Miguel says it is going well, and that his family is so proud of him for being the first in their family to earn college credits.

Miguel's time at Vista had taught him how to maintain a Growth Mindset. He had learned over time to relish challenges. He understands that growth comes through hard work and discomfort.

"Ok, Miguel. Good meeting. Let's schedule our next meeting. How about one month from today? Does this time work for you?"

Ms. Creed smiles her warm smile, as he leaves her office. Miguel wonders if he would be doing as well as he is without the support of his counselor. Miguel was grateful for all the adults at Legacy who care so deeply. Teachers come early and stay late to offer additional support and practice. The counselors maintain regular meetings with all students to monitor their progress. Even the Principal, Dr. Felch, runs the school with a kind heart, and tremendous pride in all his students.

Miguel could no longer delay. He changes in the locker room and walks to the starting line. By now the rest of the class are split off. Some are working with the Teacher's Assistant on plyometric exercises. Others are huddled around Coach Jimenez who is demonstrating the proper grip on a golf club. Coach Jimenez sees Miguel on the starting line, and calls, "Miguel, 25 laps. Hit it!" Miguel is off and running. As he runs, he goes through the day's events in his mind. Dismissal time is coming soon, and it does not even feel to Miguel as though he has been doing schoolwork all day. He is proud of his infographic, glad his speech went well, and is satisfied with the progress he made in Math today, and happy with his time with Ms. Creed. He then thinks ahead to tomorrow and what it will bring. He will engage in a debate in U.S. History over the U.S. response to the 1918 Spanish flu epidemic. One more challenge: 23 more laps and he takes off.

Coach Jimenez dismisses the class at 3:30 to change back into their school clothes.

When his mother arrives to give him a ride home from school, Miguel is shiny with sweat, and exhausted from the day. She asks him, "So how was your day? I know you were nervous about your speech?"

Miguel thinks for a minute, then replies, "Oh you, know, it was a regular day at VLGA."

"So, was it good?" Mom pushes.

"It was a great day," Miguel says, looking out at the school logo as they drive away home. *Tomorrow I get to do it again*, he thinks as the school recedes in the distance.

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

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

VLGA will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. VLGA will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1

OTHER PERFORMANCE TARGETS

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

VLGA will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. The following chart illustrates the types of assessments that will be administered by subject, grade level, and frequency. VLGA affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(b)(5)(C).

ASSESSMENT, PURPOSE, GRADE LEVELS AND ADMINISTRATION TIMELINE

| Assessment | Purpose | Grade | Administration Timeline |
|--|--|---------------------|---|
| Internally-Created Tests and Rubrics and Performance-Based Tasks | Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable) | 9-12 | Daily and /or weekly. |
| Publisher-Designed Assessments (Online and paper-based) | Assess standards mastery and progress against digital portfolio goals | 9-12 | End of each unit |
| Writing Rubrics | Assess mastery of grade-level writing standards | 9-12 | Daily and/or weekly |
| CAASPP | State Criterion-Based Assessment in ELA and Math | 11 | Once a year |
| California Science Test (CAST) | State Assessment in Science | once in grades 9-12 | Once a year |
| California Alternative Assessment (CAA) | Alternative assessment in ELA, Math and Science | 11 | Once a year |
| CAASPP Interim Assessments (IABs and ICAs) | Determine standards mastery in ELA and Math | 11 | Interim comprehensive administered at beginning and middle of year. The Interim Blocks are used 4 times per year at end of instructional units |

| | | | |
|-------------------------------------|---|------------------------------------|--|
| Renaissance STAR 360, Agile Math | Diagnostic Reading and Math Assessment | 9-12 | Beginning, middle and end of year |
| ELPAC | Measure English language acquisition | 9-12 | Upon enrollment and once annually for all ELs |
| Physical Fitness Test (FitnessGram) | Comprehensive state physical fitness exam | 9 | Once a year |
| AP Exams | Measure content and skills of AP courses. | 10 th -12 th | Once a year |
| Portfolio Presentations | Presentation of work samples from across the school year. | 9-12 | 9 th , 10 th , and 11 th grades present to their classrooms more informally; 12 th graders present more formally to a panel of VLGA staff. |
| Senior Defense Portfolio | The VLGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity | 12 | 12 th graders present formally to a panel of VLGA staff, and may include additional guests selected by student including family, loved ones and friends |

DATA ANALYSIS AND REPORTING

VLGA's teachers and administrators will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to gauge the whole school from year to year. Our data analysis will also include attendance rates and comparative data, as appropriate. School leaders and staff will use this data analysis to address challenges and areas of improvement. All results will be reported to the Board and school community to ensure transparency and accountability.

Access to information and transparency will be key for all stakeholders. Parents/guardians and students will have access to a comprehensive Student Information System (SIS) Power School, to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home through email and on the school website. Recognizing that not all families have internet access at home, VLGA also sends regular paper communication home to families, makes phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Vista's Superintendent, in collaboration with the Vista's District Data Coordinator (home office) and all school staff, are responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at VLGA will be engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers will analyze data both individually, and do so regularly in teams to build their knowledge and

understanding of student needs and progress. Data helps to inform teachers about student performance and to identify areas of focused instruction and potential intervention for individual students and entire classes.

Grade-level teams will meet regularly to discuss data with each other as well. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

VLGA will compile the necessary data to create a SARC at the end of each school year. State law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

VLGA will commit strongly to creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school is necessary if their children are to succeed. We will expect, encourage, and train them through parent seminars to be actively involved in supporting their children's education. Dialogue with the teacher and Principal will be ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parent/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork and areas for improvement. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

PORTFOLIO ASSESSMENTS & STUDENT-LED CONFERENCES

In addition to subject-area specific assessments and state-mandated tests, VLGA will use Portfolio Assessments to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio Assessments will require students to compile a variety of work products in various subjects throughout the year and then make a presentation of their work: in 12th grade, this is a formal presentation to a panel of VLGA staff, while in 9th, 10th and 11th grades, the presentations will be more informally made to their classroom. The portfolio work will product represent a sample of students' accomplishments, academic progress, interests, and reflections. In addition to content, portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency. They will also allow a teacher to understand the student's growth over time versus their performance on a given day.

VLGA will use an online student portfolio for organizing and archiving student achievements from each grade. At the end of 12th grade, students participate in a Portfolio Defense and choose work samples

from the portfolio that highlight their progress toward the student global outcomes outlined earlier in the petition.

Student-led parent/teacher/student conferences will take place twice a year at the end of each semester, and portfolios are the basis for discussion in each student's conference. Before each conference, students will compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

SENIOR DEFENSE

The VLGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity. Satisfactory completion of the defense will often be the final requisite a Vista Senior clear to allow them to walk the stage at graduation.

Seniors will begin preparation for the defense at the end of the Fall semester, following the application period for Cal State and UC schools. Students will receive an assignment rubric with clear grading guidelines and instructions, free to construct their arguments to best reflect their growth and personal narrative. They must include three pieces of work to best reflect their change over time, one of which must be drawn from their pathway concentration.

The defense will be delivered to a panel of three adults, and may include guests selected by the student. We will invite students to ask their parents, loved ones, and (when possible) friends to be in attendance to provide support and encouragement.

REPORT CARDS

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. VLGA report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the VLGA Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations.

Report cards contain numerical scores (1 to 4) based on key measurable outcomes:

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.

4 = Exceeds grade-level standards

3 = Meets grade-level standards

2 = Progressing toward meeting grade-level standards

1 = Minimal progress toward grade-level standards

N/A = Not assessed in current reporting period*

✓ = Assessed during reporting period

They also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various

classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

VLGA will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Families will also have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

Honors/AP/Dual enrollment courses will be weighted an extra grade point.

RETENTION

Despite various interventions and extra supports, if scholars are still far below grade level, another possible intervention is retention. Parents will be an integral part of the decision-making process for retaining their child through the Student Success Team meetings and in written reports of scholar progress and the possibility of retention by the end of March). Although parents will be informed throughout the process, the final decision for retention rests with the administration.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

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

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

GOVERNANCE STRUCTURE

VLGA will be a directly-funded independent Charter School operated by Vista Charter Public Schools, Inc. (VCPS or the Corporation) a California non-profit public benefit corporation, pursuant to California law. VLGA will be governed by the VCPS Board of Directors ("Board") in accordance with the Charter Schools Act, California law, the VCPS Bylaws, and the terms of this charter. VCPS shall comply with the Brown Act (Government Code §54950 et seq.), the Public Records Act (Government Code 6250 et seq.), the Political Reform Act (Govt. Code §81000 et seq.) and Govt. Code §1090 et seq. Copies of the VCPS Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendix 2.

VLGA will operate autonomously from LAUSD with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between LAUSD and VLGA.

Pursuant to Education Code Section 47604(c), LAUSD shall not be liable for the debts and obligations of VLGA, nor will LAUSD be liable for claims arising from the performance of acts, errors, or omissions by VLGA as long as the LAUSD has complied with all oversight responsibilities required by law.

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

All of the VCPS corporate officers shall serve in a volunteer capacity and shall not be compensated for their services as an officer. The VCPS Superintendent shall serve as the President of the corporation, but no other VCPS employees shall serve as corporate officers. All of the other officer positions may be filled either by members of the Board or other volunteers, with a preference for non-Board members in order to ensure that the Board has oversight over the officers. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

VCPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. VCPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of

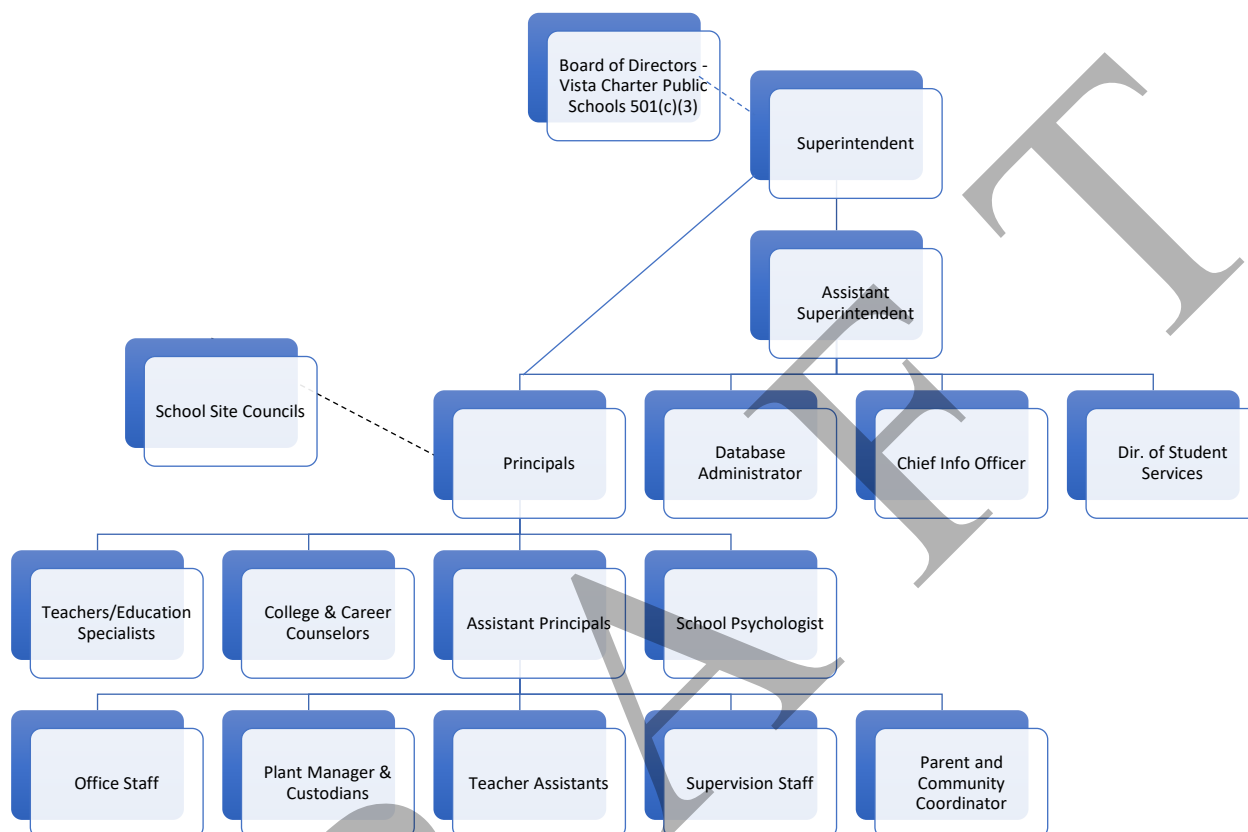
interest, including the Public Records Act (Government Code section 6250 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. VCPS shall not have any employees on its Board of Directors. By the terms of its Charter, VLGA is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 et seq. and the Political Reform Act to the same extent as if VLGA were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the LAUSD and Charter School agree to comply with the updated law or decision.

VCPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. VCPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected VCPS officers, employees, representatives, consultants, and governing board members to comply therewith.

VLGA shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of VCPS, the provisions of the Charter shall prevail.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

The VCPS Board of Directors (“Board”) is fully responsible for the operation and fiscal affairs of VLGA including, but not limited to, the following:

- Hire and evaluate the Superintendent
- Approve all contractual agreements and purchases over \$25,000. The Superintendent approves invoices and purchases for \$25,000 or less.
- Approve and monitor the implementation of general policies of VLGA.
- Approve and monitor VLGA’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of VLGA and the establishment of investment procedures.

- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance. Develop, review, or revise VLGA's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which VLGA is established.

The VCPS Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board's decisions is carried out by the Superintendent and Principal.

The Superintendent reports to the Board and is specifically responsible for:

- Recruit, hire, prepare and support school leaders meeting all state and federal requirements
- Oversee HR practices
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions
- Assist in student recruitment and community outreach
- Evaluate school administrators
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations
- Support annual audit
- Negotiate all service providers' contracts (with Board approval over \$25,000)
- Oversee compliance including special education, insurance, HR and more
- Oversee securing and maintaining facilities
- Charter advocacy
- Serve as SELPA liaison
- Lead organizational PR/Media and partnerships with community members, stakeholders and organizations
- WASC Accreditation support
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission

- Build and manage a growing team of staff and school leaders

The Principal's primary responsibility will be the strategic development, implementation, and management of all aspects of the Charter School's performance and operations.

The Principal reports to the Superintendent and is responsible for:

- Implementing, motivating, leading and mentoring teachers to better instructional practices and increase content expertise, performance and rigor or lesson implementation
- Providing teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plans and facilitating weekly professional development/staff meetings
- Developing and implementing a plan that ensures student achievement which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling
- Collaborating with the Assistant Principal and Committee Chairs to use appropriate data to establish rigorous and concrete goals in the context of student achievement and instructional programs.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth
- Working to build and maintain a strong, positive, results-oriented school culture
- Developing a plan that fosters the relationships and ensure all stakeholders are addressed based on the clear vision of the desired culture for the school
- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.

Full job descriptions and Qualifications for each position are included in Element 5, below.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who, first and foremost, actively support and promote VCPS and who are dedicated to its educational outcomes. The Board includes individuals with diverse expertise, experience and ethnic backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

Officers are elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

The VCPS Board consists of 5-9 directors, each serving a two-year term; terms are staggered in alternating years. In addition, the District reserves the right to appoint a single representative to the VCPS governing board pursuant to Education Code section 47604(b). No employees of VCPS will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

VCPS Board of Directors

| Board Member | Position | Professional Expertise |
|--------------------|-----------------|---------------------------------|
| Paul Vieyra | Board President | Real estate, commercial banking |
| Judy Molodow | Member | Special education |
| Michele Bauer-Bean | Secretary | Elementary Education and Lawyer |
| Mimi Kim | Treasurer | Entrepreneur, Finance |
| Dr. Suzie Oh | Member | Education Consultant |
| Geronimo Gaytan | Member | Parent organizer |

Directors shall be selected at an annual meeting of the Board of Directors. When a vacancy occurs, as detailed in the VCPS Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairman of the Board at least thirty days prior to the election date, to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee will present a report to the Board with qualifying candidates no later than seven days prior to the Board election. Directors shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the director has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote VCPS, and a dedication to the VCPS educational goals. Board members must also bring a desired strength to the Board, which the Board of Directors may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

GOVERNANCE PROCEDURES AND OPERATIONS

Board meetings shall be held using real-time video communication at each of the VCPS charter school sites to ensure community, stakeholder and parent participation and attendance at the meetings. This technology allows participants at all school sites to see, hear and speak to each other.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board sets its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates are posted on the Charter School's website, as well as in the

Charter School's main office. The Board's regular meeting shall occur on the last Monday of each month, unless otherwise specified in the Board's annual calendar.

As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board President, generally one week prior to the scheduled board meeting.
2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

The agenda shall be posted at least 72 hours prior to any regular board meeting at VLGA and each VCPS school site (in locations, including each school's main office, where it is visible to parents, visitors, students, and staff), and on the school's web site.

1. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VLGA employees. Hard copies of the agenda and meeting materials are made available at the meeting location.
2. The specific procedure for calling a Special Board meeting with 24-hours advance notice is outlined in VCPS's Bylaws and is in compliance with the Brown Act.

BOARD DECISION MAKING PROCESS

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another. Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call).

BOARD PROFESSIONAL DEVELOPMENT

Board members receive training during the board recruitment and orientation process, as well as annual refresher training in the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard
- School budget and compliance

- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

STAKEHOLDER INVOLVEMENT

VLGA believes that parent involvement translates into increased student achievement. VLGA will encourage, honor, and respect parent voice. Parent involvement and the inclusion of the parent voice are essential and will be ensured in the following ways:

School Site Council

The School Site Council (SSC) will be composed of:

- 3 students (from ASB)
- 3 Parents
- 3 Teachers
- VLGA Principal
- 1 out-of-classroom staff member
- 1 community member

VLGA's SSC will assist in developing, reviewing and making annual updates to the Charter Schools' Single Plan for Student Achievement (SPSA). The SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns, especially as it relates to categorical funding as described in the SPSA. The Principal will be responsible for submitting the minutes of each SSC meeting to the VCPS Board. All SSC members, along with all employees and community members, will be encouraged to attend and voice their desires and opinions at the school's governing board meetings.

School Site Council teacher representatives will be selected by the teaching staff on an annual basis. The classified representative and the parent representatives will be selected on an annual basis by vote of their respective peers.

School Site Council meetings will be scheduled in advance for the entire year, and will be held monthly.

Each year, the Site Administrator will also engage parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School will solicit feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like PowerSchool. The Charter School website will house all-important documents (LCAP, SARC etc.) providing 24/7 access.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at VLGA when the site has 21 or more students of LEP. The ELAC membership will

include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Meetings

School-parent meetings will be held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We will have monthly standing Coffee with the Principal meetings and hold additional meetings, as necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff are available for additional conferences as needed or as requested by parents. Parents will be encouraged to serve on the School Site Council. Parents will be consulted and advised through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

VLGA will provide parent workshops and education classes in English and Spanish to help parents feel connected to the school community. The content of these workshops are designed to assist parents in the educational development of their children. The Principal, teachers, and staff will maintain open lines of communication at all times with all parents.

Workshop topics may include the following:

- English as a Second Language
- Helping Your Teenager Engage in Healthy Online Habits
- Child Psychology and Behavior
- Cultivating Strong Study Habits at Home
- Transitioning to College for Parents of High School Students with IEPs College Admissions 101 for Parents & Guardians
- FAFSA Workshop for Senior Parents & Guardians

Surveys

An annual parent survey will be sent home and collected to inform the development of VLGA programs for the Local Control Accountability Plan and to obtain a sense of parent and student satisfaction. The results of this survey will be made available to all VLGA stakeholders including: students, parents, VLGA staff, the School Site Council, and the Board of Directors.

Volunteer Opportunities

No parent or guardian of a VLGA student will ever be required to perform volunteer hours as a condition of their student's attendance at VLGA. Parents, however, will be provided many opportunities for volunteering at VLGA. Service opportunities will include but will not be limited to clerical support, supervision of student field trips, and supporting and organizing parent meetings. Parents can determine the type of service they contribute to VLGA based on their particular interests, strengths, and availability.

VLGA will comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State Superintendent's template.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at VLGA will be required to have credentials equivalent to those required by the District as applicable and required by law for Core and College-preparatory courses.

VLGA prohibits discrimination and harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, immigration status, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. VLGA is a School of Choice and no employee will be forced to work at the Charter School. VLGA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all State and federal laws concerning the maintenance and disclosure of employee records. VLGA will comply with all State and federal mandates and legal guidelines relative to ESSA.

Notwithstanding Ed. Code section 47605(l), teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Staffing Plan

School-site staff will further be supported and overseen by the VCPS Superintendent and Database Administrator along with additional contracted services such as a speech therapist, physical therapist, etc.

Superintendent (Certificated)

The Superintendent's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter School. The Superintendent fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community partners.

Responsibilities:

Leadership and Human Resources

- Recruit, hire, prepare and support school leaders
- Develop and maintain a cohesive culture which reflects VCPS's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

- Oversee Budget development and school finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement Charter advocacy & policy legislation
- Oversee PR-Media for VLGA
- Oversee Payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning

- Provide support through WASC Accreditation processes
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Qualifications:

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse groups of

stakeholders.

- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process

Assistant Superintendent (Certificated)

As a Leader within the Executive Team, the Assistant Superintendent leads and supports the implementation of the Vista's Signature Practices focusing on Educational Excellence and Innovation for Learning, Professional Development, Assessment, and Improved Student Achievement. Reports to: Superintendent

Responsibilities:

- Oversees the development of a clear vision for the Curriculum and Instruction department to work collaboratively and productively toward the achievement of Academic Excellence for students and in fulfillment of the District's Blueprint for Educational Excellence and Innovation, the LCAP, Board Goals, and the District's Vision, Mission, and Values.
- Ensures for the implementation of the California Common Core State Standards.
- Ensures appropriate resources are provided to support the implementation of the Common Core State Standards.
- Ensures appropriate, high-quality professional development is offered to support certificated and classified efforts to ensure students are proficient in the Common Core State Standards.
- Supports a district culture of college and career preparedness.
- Supports student success through formative and summative assessment practices and programs that are in alignment with the Common Core State Standards.
- Prepares for and present progress reports to the Board of Directors.
- Facilitates Task Force teams and report progress to the Board of Directors.
- Supports, through vision, resources, and professional development, enrichment programs, and intervention programs, including but not limited to Global Education, Mastery Learning, Reader's and Writer's Workshop, STEAM, Career Technical Education (CTE), Project-Based Learning, Way of Council, and Kagan Structures.
- Partners with universities and organizations that have been approved to collaborate with the District in support of learning initiatives.
- Visits school sites and classrooms, engaging with certificated and classified employees and students, on a regular basis.
- Supports the implementation of technology that improves student achievement.
- Develops and coordinates community partnerships that actively promote the District's vision, mission and values.
- Evaluates effectiveness of programs on a regular basis to ensure allocated resources and practices are resulting in student achievement.
- Oversees the development of Single Plans for Student Achievement (SPSA) and Local Control Accountability Plans (LCAP).
- Oversees charter school compliance in the District pursuant to state law and Board Policy.
- Oversees and supports secondary schools with accreditation (WASC).
- Collaborates with the Back Office to ensure budgetary resources and highly qualified staff appropriately support student achievement.

- Oversees all after-school programs, including AM/PM, ASES, intersession, and summer school.
- Supports Site Administrators with recruitment and enrollment strategies.
- Performs other related duties as assigned by the Superintendent.

Qualifications:

- At least ten (10) years of increasing responsibility in teaching and administrative experiences in education
- Experience as a site principal and/or district-level leader experience preferred
- Knowledge of National, State, and local educational goals, initiatives, and objectives
- Experience supervising, evaluating, and supporting employees, certificated and classified
- Experience as a collaborative effective communicator (writing, speaking, listening) public speaker, facilitator, and presenter
- Valid Clear Administrative Credential and Master's Degree required

Database Administrator (Classified)

The Database Administrator reports to the Superintendent. The Database Administrator's primary responsibility is the strategic development, implementation, and management of all aspects of the charter school's data and informational systems. The Database Administrator is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Database Administrator fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Assist in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results. This includes the management of CALPADS: SSID, Students Enrollments and information, Courses, Staff, Reports, Certifications
- Communicate with district personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinate with district staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Work with administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Work with administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.
- Work with office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develop a variety of user support materials for the purpose of providing unified protocols.
- Maintain and manage user security for student demographic data to ensure security and data integrity.
- Maintain student attendance data collection in coordination with the District to ensure compliance with state attendance regulations.

- Manage student information system database (e.g. integrate data systems, update system design, complete dataset extraction, etc.) to achieve optimal use of student data and maintaining data integrity.
- Manage user accounts and access privileges for the student information system for the purpose of establishing security of data.
- Research trends, products, equipment, etc. in order to recommend procedures and/or purchases.
- Remain current in state and federal student data reporting requirements and district testing and assessment data requirements to ensure accurate and compliant data submission.
- Work with administration to ensure proper and efficient system usage and system changes.
- Works with IT staff on system integrity and maintenance functions to ensure student data security and access.
- Performs other related duties as assigned to ensure the efficient and effective functioning of optimal learning conditions.

Qualifications:

- B.A./B.S. degree preferred
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude

IT Coordinator (Classified)

The IT Coordinator is responsible for supervising school site IT coordinators and school site IT operations. Ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. Address various site issues as directed by School Site Principals/Superintendent and assist educational staff as needed to implement and administer software programs.

Responsibilities:

- Supervise School Site IT Coordinators in their job of supporting site IT operations
- Ensure all site Principal and educational staff issues are addressed
- Ensures consistency and stability of all working IT services at school sites and district office
- Work with community partners to create school site collaborations and partnerships
- Assist school site coordinators in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in district website updates
- Co-chair VCPS Technology Committee and assist with strategic planning

Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial

- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Principal (Certificated)

The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

Staff Leadership & Development

The Principal implements, motivates, leads, and mentors teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

The Principal provides teachers professional and instructional support. The Principal:

- Reviews instructional documents
- Observes and provide feedback for classroom observations
- Designs and review professional growth plan goals
- Facilitates weekly professional development/staff meetings.

Academic Rigor

The Principal:

- Develops and implements a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develops and implement a plan to address students who are struggling.
- Collaborates with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provides individual student support by designing and evaluating student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth.

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.
- Leads via assessing and developing processes for improving the VLGA school climate and culture.
- Develops a plan based on the vision of the desired culture of VLGA that fosters strong

relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the VLGA culture.

- Plans, facilitates, and attends school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience
- Proven record of improving urban schools by increasing student achievement
- A current California teaching credential. Master's degree, and an Administrative credential are desired
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Assistant Principal (Certificated)

The Assistant Principal reports to the Principal and Superintendent. His/her primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the Charter School's performance and operations. The Assistant Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Assistant Principal helps foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
- Implement a plan that ensures student achievement, which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.
- Work to build and maintain a strong, positive, results- oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- Develop a plan that fosters the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience with a history of improving urban schools, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California credential.
- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

School Psychologist (Certificated)

The School Psychologist reports to the Principal and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the MTSS process as needed.
- Other duties as assigned

Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.

- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
 - o General Pupil Personnel Services Credential authorizing service as a school psychologist;
 - o Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of youth and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

College and Career Counselor

The College and Career Counselor oversees the college office for the Charter School and leads all work to foster a strong college-going culture across all grade levels and all facets of the Charter School.

Leadership of Program

Build and operate best-in-class systems and protocols for various facets of the School's college awareness/application/enrollment, dual enrollment and pathways programs:

- Leveraging research-proven best practices for college access work nationally, develop and implement a comprehensive college counseling and financial aid program for the school to ensure that 100% of VLGA's students match at selective or highly selective colleges and/or universities
- Develop and support partnerships with college and university partners including dual enrollment/pathways relationships and student support for success in enrolling in and completing college courses while still enrolled at VLGA
- Oversee ongoing tracking and communication with students and their parents/guardians of graduation requirements and progress towards completion, and credit recovery options;
- Support school-wide culture initiatives (lead assemblies, discipline meetings, academic intervention meetings, etc.)
- Monitor scholar achievement and culture data and develop and implement a data-driven process for setting grade level and whole-school culture and achievement goals
- Design, oversee, and implement the school's alumni support initiatives to track and support high levels of college persistence and graduation among all VGMA alumni

Qualifications

- At least 2 years of college/career counseling experience with a track record of success supporting first generation students' admission to selective and highly selective colleges and universities
- Demonstrated passion for and commitment to VLGA's mission and educational model

- Comfort level with helping families navigate college financial aid
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a “roll-up-my-sleeves attitude”
- Bachelor’s degree
- Strong written and oral Spanish language skills preferred

Classroom Teachers (Certificated)

The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents
- Identify students’ areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities

Qualifications:

- Bachelor's degree from an accredited college or university
- Master’s degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential

Skills:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

Educational Specialist

The Educational Specialist reports to the site administrator and is responsible for the development and performance of the students they serve by upholding and abiding by the special educational laws and regulations in the state of California. The Educational Specialist aides in fostering a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Maintain SWD program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SWD timelines and program deadlines
- Function as the case manager for all students in process of being established as a Special Education Student and current Special Education Students
- Participate in the SST Processes by developing and maintaining organization of services to pupils
- Provide information to staff and parents to facilitate student success with their specific needs
- Utilize strong communication and multitasking skills; build relationships; problem solve effectively
- Coordinate special education services with the regular school programs for Students with Disabilities enrolled in the resource program.
- Provide or coordinate classroom supports that include (but are not limited to): behavior support, basic academic skills, organization and study skills, social skills, use of cognitive strategies and fostering a safe and nurturing learning environment
- Demonstrate strong organization and management in
 - o Preparing for all student and staff meetings related to student services or professional development
 - o Student Service minutes, change of services, change of placement, ESY, etc.
 - o Student assessment for annual, triannual, or other student assessment designated by the IEP team
 - o All SWD timelines as aligned to FAPE or IDEA
- Participate as a collaborative member of the faculty and in ongoing staff development and trainings

Qualifications:

- Candidate must possess a current California credential in Special Education appropriate to program needs
- Solid knowledge of State and Federal guidelines for Special Education
- Bachelor's degree; Master's degree is preferred
- Must be flexible and team-oriented
- Excellent written and communication skills
- Bilingual in Spanish preferred

Teacher's Aide (TA)

The Teacher's Aide reports to an administrator and is responsible for assisting in the development and performance of the classes they assist in. The TA foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the CA CCSS and CA State Content Standards
- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

Qualifications:

- Prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Parent and Community Coordinator

The Culture and Community Coordinator's primary responsibility is to support the School Community through community outreach, parent engagement and school culture development.

Responsibilities:

School Culture is the foundation of academic and social success. The Parent and Community Coordinator will support with the development and management of:

- School Safety Plan
- Supervision staff schedules, responsibilities, shift assignments
- Professional Development of Supervision Staff
- Support with implementation of school-wide signature practice: Way of Council and Restorative Conferences
- Support with implementation of schoolwide behavior policy
- Non-Violent Crisis Intervention
- Participate in School Advisory Council/Committees

A School Community cannot be successful in isolation. The Parent and Community Coordinator will ensure community outreach:

- Sports program development and participation
- Collaboration with community partners
- Alumni engagement and outreach

Establish meaningful communication between the school and the community to ensure academic achievement of all students through:

- Parent workshops
- Parent engagement
- School-to-Parent Communication
- Family Councils
- Active Recruitment

Qualifications:

- Be prepared to demonstrate in-depth knowledge of the school, surrounding community and target client populations
- Strong written and oral communication skills
- Active listening skills
- Interpersonal and human relation skills and the ability to develop positive working relationships with target demographic and community partners
- MS Word, Google Suite, Electronic Communication

Office Manager

The Office Manager reports to the Site Administrator. The Office Manager's primary responsibility is the aide and support of all functions of the charter school site with direction given by the site administrator. The Office Manager is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Manager fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.
- Coordinate substitute teacher coverage as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.

- Manage quotes and relationships with vendors.
- Maintain accurate records of all distributed school assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with site administrators and teachers regarding any projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Qualifications:

- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must be proficient in operating a copy machine and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have demonstrated proficiency with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Must have excellent management and organizational skills and a positive attitude

Office Clerk (Classified)

The Office Clerk reports to the Office Manager. The Office Clerk's primary responsibility is the aide and support of all functions of the charter school Office Manager in conjunction with the needs and directions given by the site administrator. The Office Clerk is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Clerk fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the school in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Route calls appropriately.
- Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Assist with proper documentation and accuracy of attendance
- Fax and make copies
- Assist with typing and composing correspondence and letters
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.

- Make student files.
- Organize cumulative student files.
- Other duties as assignment by site administrator

Qualifications:

- BA/BS degree preferred
- Prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Plant Manager (Classified)

The Plant Manager reports to the Site Administrator. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager helps maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the school and district through positive relations with community, businesses, parents and students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Site Administrator (s) and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring
- Coordinate and communicate with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
 - o Laws, rules and regulations related to assigned activities.
 - o District operations policies, procedures and objectives
 - o Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment

- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Custodian (Classified)

The custodian reports to the Plant Manager and/or Site Administrator. Custodians are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Custodians help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintain the quality of school facilities.
- Assist Plant Manager with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
 - o Laws, rules and regulations related to assigned activities.
 - o District operations policies, procedures and objectives
 - o Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Supervision Aide (Classified)

The Supervision Aide reports to the Site Administrator or his/her designee and is responsible for ensuring the observance of the rules and procedures by students and others on a school campus. The Supervision Aide fosters a collaborative and stimulating school environment for a diverse group of

students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Supervise non-classroom areas: in hallways, indoor assembly areas, outdoor eating areas, restrooms, playground and other areas as assigned
- Enforce Charter School rules and expectations
- Report problems of serious nature, including recurring behavioral problems and safety hazards, to site administrators
- Collaborate with school staff to alleviate behavioral problems occurring during supervision periods
- Assume responsibilities in inclement weather as assigned by site administrators
- Conduct campus safety checks during breaks, lunch, before and after school
- Maintain constant movement and active supervision throughout campus
- Communicate to school administrators regarding causes and effects of campus and community tension.
- May assist in record-keeping regarding student discipline (ex: BIFs, 30 Day Contracts, Class Dojo Reports, PowerSchool Logs).
- Provide supervision personnel in inclement weather as assigned by site administrators
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May deliver, set up, lay out, or collect equipment and other materials.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

Qualifications:

- Prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn in a fast-paced environment
- Understand and follow oral and written directions

Other Certificated Staff

A list of day-to-day and qualified substitutes are established and maintained.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures

- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The

Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

The health and safety of VLGA staff and students is the highest priority for the Charter School.

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, VLGA shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

PROCEDURES FOR BACKGROUND CHECKS

All employees of VLGA, all volunteers who will be performing services that are not under the direct supervision of a credentialed VLGA employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Superintendent of VCPS shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Superintendent) and make quarterly reports to the Board. VLGA will maintain on file and available for inspection evidence that the 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. VLGA shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

DIABETES

VLGA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 9th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

VLGA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

EMERGENCY PREPAREDNESS

VLGA shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Superintendent and Principal shall serve as VLGA's Custodians of Records.

IMMIGRATION POLICY

VLGA will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

CALIFORNIA HEALTHY YOUTH ACT

VLGA will comply with the California Healthy Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

HUMAN TRAFFICKING

VLGA shall provide information to students about how social media and mobile device applications are used for human trafficking in compliance with Assembly Bill 1861 and Senate Bill 1104.

STUDENT DEBTS

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, VLGA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

MENTAL HEALTH SERVICES

VLGA will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

PREGNANT AND PARENTING STUDENTS

VLGA shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

BULLYING

VLGA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291.

SEXUAL HEALTH AND HIV PREVENTION

VLGA shall provide “age appropriate” comprehensive sexual health and HIV prevention education in grades 7 to 12 (at least once in middle school and once in high school).

SAFE PLACE TO LEARN ACT

VLGA shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

TRIBAL REGALIA/OBJECTS OF RELIGIOUS OR CULTURAL SIGNIFICANCE

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by VLGA and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

HUMAN TRAFFICKING

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

HOTLINES

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

Commencing October 1, 2020, if VLGA issues pupil identification cards VLGA will have printed on the identification cards the telephone number for the National Domestic Violence Hotline.

MIGRATORY CHILDREN

VLGA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. VLGA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT

VLGA shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017, and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

CPR

Pursuant to Assembly Bill 1214 [2019-2020], charter schools must offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction, including, but not limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. If the charter school elects to offer any interscholastic athletic program, the charter school is required to ensure that certain personnel with a valid certification of CPR training are present at the athletic program's on-campus activities or events at all times.

Pursuant to Assembly Bill 1719 [2016], a charter school that requires a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation. The law encourages those entities to provide to pupils' general information on the use and importance of an automated external defibrillator. The law also requires the State Department of Education to provide guidance on how to implement these provisions, including, but not limited to, who may provide instruction.

The law also states that a charter school that sponsors, authorizes, supports, finances, or supervises, and a public employee who provides or facilitates, the instruction of pupils in compression-only cardiopulmonary resuscitation or the use of an automated external defibrillator pursuant to this law shall not be liable for any civil damages alleged to result from the acts or omissions of an individual who received such instruction, except as provided in the law.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

COURT-ORDERED INTEGRATION

VLGA will make every effort to recruit students of various racial and ethnic groups, students with disabilities, English Learners (and RFEP students), in order to achieve a 70/30 or 60/40 balance reflective of the general population residing within the territorial jurisdiction of LAUSD. In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. VLGA is committed to serving all students. We therefore will recruit a racially/ethnically, linguistically and academically diverse population from the area immediately surrounding the school. Additionally, we will recruit students and families through outreach efforts with local non-profit organizations who serve homeless youth, students in the foster-care system, students with disabilities, and other students whose circumstances put them at risk for school failure. These organizations will be encouraged to refer families to VLGA via flyers and phone conversations with local community-based organizations. All community recruitment outreach is conducted throughout the year on an ongoing basis.

VCPS works very closely with the non-profit Blessings in a Backpack to feed homeless, foster, and at-risk students during the weekend. Our efforts currently provide 150 students at VCPS food for 38 weekends each year. VCPS works closely with Blessings in a Backpack to gather referrals of potential at-risk

students who are not yet enrolled in our schools. VLGA will offer information on enrollment procedures to these at-risk students and encourage them to submit a Lottery Application Form, or join the existing wait list for the current school year if one exists. VCPS also works with PATH, People Assisting the Homeless, to identify and seek out homeless and foster youth to enroll at VCPS. In addition, VLGA will conduct targeted outreach in the community with organizations such as the following:

- El Centro del Pueblo
- Gang Reduction Youth Development (GRYD)
- Koreatown Youth Community Center
- Bresee Foundation
- LOUD Music Program
- Partnerships Uplifting Communities
- Children's Institute Inc.
- Heart of Los Angeles
- Courageous Hearts Youth Services, Inc.
- Angels Flight Center
- Hollywood Homeless Youth Partnership
- National Foster Youth Institute
- First Place for Youth
- Chinatown Teen Post
- YMCA of Metropolitan Los Angeles
- YMCA Wilshire
- Weingart-East Los Angeles YMCA
- Bellevue Recreation Center
- Shatto Recreation Center and Park
- Parks and Recreation Department
- Search to Involve Pilipino Youth
- Saban Clinic
- PMH
- Personal Space
- Dream Center

VLGA will notify parents and students in the community through the following methods:

1. Information handouts provided to businesses frequented by local community members. The flyers will include the VLGA enrollment period and lottery information (location, date, time).
2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
3. Flyers in Spanish and English distributed to local middle and high schools. The flyers will include enrollment period and lottery information (location, date, time).
4. VLGA's web site contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach is done in both English and Spanish.

VLGA will maintain an accurate accounting of the ethnic and racial balance of students, as well as EL and SWD, enrolled in the school. VLGA will also document the efforts made to achieve racial and ethnic balance and recruit ELs and SWD in accordance with the charter petition and standards of charter legislation.

| Meeting | Location | Date |
|---|---|--|
| Meeting with Parents and community | VLGA (or, if not yet available, VHGA) | Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.) |
| Outreach to local middle and high schools | Local middle and high schools, foster and homeless youth organizations. | January, February, March: Review posted available dates and provide flyers, information and presence. |
| Community Organizations | Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith-based organizations • Local Businesses including laundromats, health clinics, shops, restaurants | January, February, March: Review posted available dates and provide flyers, information and presence. |
| Residents within the zip code surrounding the school location | Mailings, door-to-door contacts (canvassing) | January, February, March: Review posted available dates and provide flyers, information and presence. |

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or

delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each school site and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

VLGA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There are no admission requirements for the Charter School (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the Charter School will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Principal will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

STUDENT RECRUITMENT

As detailed in Element 7, VLGA, in order to recruit low-achieving, economically disadvantaged students, ELs and students with disabilities, will do the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Distribute flyers in Spanish and English to the local middle and high schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).
- Ensure potential students and families understand there are no qualifications required for admission to VLGA and encourage all students to apply.

LOTTERY PREFERENCES AND PROCEDURES

VLGA will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. VLGA will admit all pupils who wish to attend VLGA to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Lottery Application Forms will be accepted during a publicly advertised open enrollment period. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (and additional languages if needed). The process will also be verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice will be posted at the Charter School location, on the Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (typically at the end of January), encouraging people to attend (time will be a weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the VLGA site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents will be notified on the Lottery Application Form of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery is not required in order to secure enrollment for a student. VLGA will include details on the Charter School website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District except as provided for in Section 47614.5. A preference for siblings of already enrolled students shall also be extended.

The lottery preference order shall be as follows:

1. Siblings of admitted students
2. Students currently enrolled in and attending Vista Charter Middle School (VCMS) in the immediate prior grade level to VLGA's first instructional grade level, who seek to enroll in VLGA for that grade level. VCMS and VLGA are part of the network of schools operated by Vista Charter Public Schools.

Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The lottery will be conducted by a non-interested member of the staff who draws the pupil names and verifies lottery procedures are fairly executed. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the lottery deadline will be added to the end of the lottery waitlist in the order they are received. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year will remain active until the end of the school year and will not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. Once the drawing is at Charter School's capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for that school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing by the Principal of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Student Enrollment Form
- Proof of Immunizations

- Home Language Survey
- Emergency Medical Information Form

The waiting list will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, the VLGA Office Manager will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 1st, the family will have ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will have 72 hours to confirm enrollment via phone call or email, and submit an application by mail or email to the Office Manager. Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the VLGA administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

An annual independent financial audit of the books and records of VLGA shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of VLGA shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of VLGA to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors appoints an Audit Committee by January 1 of each year.

- The Audit Committee may include persons who are not members of the board, but may not include any VLGA staff, including the Superintendent. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors reviews and approve the audit no later than December 15.
- The Superintendent is responsible for submitting the audit to all required agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VLGA will cultivate a positive school environment that is characterized by mutual respect. Students will be introduced to the school's expectations during the student orientation days, and they will also be reviewed on the first day of school.

At VLGA we believe that high, clearly defined, and consistent expectations support students' self-confidence and that their efforts lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). VLGA will take a proactive school-wide approach to behavior management. As a Character Counts school, VLGA will focus on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars will apply to most behavioral situations and will be shared with students and families. The Six Pillars of Character will be proactively taught and consistently reinforced throughout the school.

VLGA's discipline policy combined with our GEAR Core Values (Grit, Empathy, Accountability and Respect) are practices aligned with the LAUSD District's Discipline Foundation Policy, requiring every school within VCPS to adopt and implement a school-wide positive behavior support discipline plan. Under the VCPS policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

School-wide Discipline Plan **Shift into GEAR**

Philosophical Foundation

- We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, and Citizenship.
- **The Tipping Point:** “the moment when something small, or even obscure, changes into something big.” (Malcolm Gladwell)

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Character, College, Community

Students build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.

School-wide Proactive Interventions

Restorative Justice Practices and Way of Council

VLGA is committed to a holistic approach to student discipline and development. First and foremost, we apply restorative practice and Way of Council to address social emotional development and any disciplinary actions as outlined earlier in this petition.

Right Tickets

Tickets rewarded for doing what is examples of GEAR/modeling GEAR. Students are going above and beyond to encompass the Six Pillars of Character.

- Students earn Right Tickets for the following positive behaviors:
 - Grit: persevering on difficult assignments, assessing their own learning and identifying next steps
 - Empathy: being a good friend, helping others, being kind
 - Accountability: task completion
 - Respect: being respectful of self, others and our school community

Examples of positive praise that could earn a Right Ticket:

“I noticed...

- that you did all of your homework this week.”
- that your materials are organized.”
- that you motivated your neighbor to participate in the group project.”
- that you raised your hand more this week.”

Class Dojo is used to track positive behavior.

- Students earn 1 Right Ticket an identified act or behavior.
- This is logged digitally in Class Dojo and the parent is notified immediately

Right Ticket Events

Students with high percentages of Right Tickets on Class Dojo (70% or above) get to participate in Right Ticket Events. These are fun student and staff events that promote our Core Values. Examples of Right Ticket Events include Staff vs. Student Water Balloon Toss, Ice Cream Sundae Party, Movie and Popcorn Party.

Interventions

- Verbal/written reprimand
- Community beautification (classroom or yard)
- Time-out activity (sent outside room or to another teacher)
- Written Reflection
- Changing seats
- Meaningful public or private apology
- + Choice / - Choice (Love and Logic)
 - Example: You can either choose to be quiet and work with the class or work outside on your own
- Students who do not have the qualifying amount for Right Ticket Events spend the time reflecting through Way of Council.

These policies will be distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- a. Alternatives to Suspension:
 1. Warning
 2. Loss of Privileges
 3. Notices to parents by telephone or letter
 4. Referral to the administrator
 5. Request for parent conference
 6. Way of Council
 7. Harm Circle- restorative

Should the previous interventions not be successful, suspension or expulsion may occur.

- In-school suspension
- Suspension
- Expulsion

VLGA will monitor student behavior in a variety of means such as such as classroom observations, data gathered using the system presented in this petition, analysis of suspension and expulsion data, and Power School.

VLGA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, VLGA is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline.

JURISDICTION

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion will be attempted first.

IN-SCHOOL SUSPENSION

In-school suspensions will be given as an alternative to out of school suspensions and be held in the Principal's office or other location designated by the Principal. A certificated/credentialed staff member will supervise the student during the in-school suspension. During in-school suspensions, teachers will provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers will provide support. During the day of the suspension, the student's teachers will address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student will be required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. Parents/guardians will be notified of the in-school suspension in writing by the Principal or his/her designee in the parent/guardian's native language. The notice will contain the reason for the in-school suspension, as well as the length of time for the in-school suspension. The maximum number of days of in- school suspension per incident in one academic year is 6, and the maximum number of consecutive days is 3. In-school suspensions would always be subject to an administrative decision regarding the severity and nature of the underlying offense. In the case of a student who causes or attempts to cause hate violence, engages in harassment or threats or

intimidation against students or staff, or who makes terrorist threats against school officials or school property, the administration would review the facts to determine if in school suspension would pose a threat to the safety of students, staff and visitors to the school. In many situations, in school suspension may not be an appropriate disciplinary option if a credible threat to school safety exists.

GROUNDS FOR SUSPENSION AND EXPULSION

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ENUMERATED OFFENSES

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

- a. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
- b. A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- c. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- e. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- f. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- g. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- h. Caused or attempted to cause damage to school property or private property.
- i. Stole or attempted to steal school property or private property.
- j. Committed an obscene act or engaged in habitual profanity or vulgarity.
- k. Knowingly received stolen school property or private property.
- l. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- m. Aided or abetted the infliction or attempted infliction of physical injury to another person.
- n. Engaged in sexual harassment as defined in Education Code Section 48900.2.

- o. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of:
 - a. Race/color/national origin
 - b. Disability
 - c. Other factor
 - d. Against school district personnel.
- p. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

RECOMMEND FOR EXPULSION OFFENSES

The Principal or Designee must recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Designee determines that expulsion is inappropriate or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

IMMEDIATE SUSPENSION AND MANDATORY RECOMMENDATION FOR EXPULSION OFFENSES

Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus:

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Causing serious physical injury to another person
2. Brandishing a knife
3. Possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
4. Robbery or extortion, offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Violation of the Federal Guns Free School Act
6. Pupil has committed sexual harassment as defined in Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

OUT-OF-SCHOOL SUSPENSION PROCEDURES

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

VLGA shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, VLGA shall not include the assignment in the calculation of the student's overall grade in the class.

SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures. The Principal, Assistant Principal, and Superintendent are authorized to suspend students, the procedures for investigating incidents and collecting evidence shall be fair and thorough.

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee 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 a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice also states the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice requests that the parent/guardian respond to such requests without delay.

LENGTH OF SUSPENSION

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference is scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support. ^[1]_[SEP]

Students with disabilities who are suspended shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

WILLFUL DEFIANCE

The Charter School shall not recommend the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

ALTERNATIVES TO SUSPENSION OR EXPULSION

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code,

upon a first offense if the principal or principal's designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.
- 3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

- 1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- 2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- 3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- 4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- 5) Enrollment in a program for teaching prosocial behavior or anger management.
- 6) Participation in a restorative justice program.
- 7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- 8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- 9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

SUSPENSION APPEALS

Parents are notified by the Principal or Assistant Principal in writing regarding the right and procedures to appeal a student's suspension. A suspension appeal may be made to the Superintendent within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension are considered final.

EXPULSION PROCEDURES

Students will be recommended for expulsion after the Principal or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has 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 a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal's or Designee's recommendation to expel the student will satisfy all the procedural requirements stated herein.

EXPULSION HEARING – RULES AND REGULATIONS

The family of a student who has been recommended for expulsion will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 school days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Executive Director/Principal. A document will be prepared by the Executive Director/Principal or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

- 1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.
- 2) If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or the principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.
 - a. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:
 - i. The date and place of the hearing.
 - ii. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - iii. A copy of the disciplinary rules of the school that relate to the alleged violation.
 - iv. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).
 - v. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a

witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a nonattorney adviser at the hearing.

"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California

"Nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

- vi. At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call.
- 3) The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 - a. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
 - b. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 4) If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
- 5) If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
- 6) The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the

disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 7) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 8) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 9) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.
- 10) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- 11) Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
 - a. Any objection raised by the principal or principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
 - b. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
 - c. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing

pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

- 12) The administrative panel shall deliberate and make its decision in a closed session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
 - a. Notice of the right to appeal the expulsion to the Charter School Governing Board.
 - b. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
 - c. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
- 13) The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
 - a. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

DECISION OF THE PANEL

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

- 1) Uphold the expulsion.
- 2) Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

- 1) The outcome of the hearing and the decision of the administrative panel
- 2) The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
- 3) Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with the Charter School (if expulsion is decided)
- 4) Reinstatement eligibility review date (if expulsion is decided)
- 5) A copy of the rehabilitation plan (if expulsion is decided)
- 6) The type of educational placement during the period of expulsion (if expulsion is decided)
- 7) Pupils who are expelled shall be responsible for seeking alternative education programs

ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative panel 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 decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

NOTICE OF EXPULSION TO LAST KNOWN DISTRICT OF RESIDENCE

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. the Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

PROBATION

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of

enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

EXPULSION APPEALS

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

TRANSCRIPTS

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. The Charter School shall provide the pupil with the transcripts, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

- (1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- (2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

STANDARD OF REVIEW

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

- (1) Whether the administrative panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the administrative panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

- (1) If school officials have not met the procedural requirements of this article.

(2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.

(3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

DECISION ON APPEAL

The decision of the Governing Board shall be limited as follows:

If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.

B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.

If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:

A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

4. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or Designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- a. Notice
- b. Manifestation determination
- c. Continued receipt of special education services

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
2. The parent has requested an evaluation of the child; or
3. The child's teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. the Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

VLGA will make participation in State Teachers’ Retirement System (STRS) available to teachers. VLGA will make a 403b available to classified persons working at the Charter School. VLGA will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. The Charter School will continue participation in STRS for the duration of the Charter School’s existence under the CDS code.

STAFF RETIREMENT ALLOCATIONS

1. STRS: All certificated personnel including teachers and Site Administrators
2. 403b option: Classified Staff
3. Federal Social Security: Classified Staff, including the Superintendent, Office personnel

RESPONSIBLE STAFF MEMBER

The Superintendent will be responsible for ensuring that appropriate arrangements for the aforementioned coverage is made with approval of the Board.

STRS REPORTING

VLGA will submit all retirement data through LAUSD and 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. The Superintendent shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LAUSD as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student shall be required to attend VLGA. Students who opt not to attend VLGA may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in VLGA shall be informed during open enrollment on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in VLGA, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Don Wilson
Vista Legacy Global Academy
2609 West 5th Street
Los Angeles, CA 92703

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Don Wilson
Vista Legacy Global Academy
2609 West 5th Street
Los Angeles, CA 92703

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

SCHOOL'S CLOSURE AGENT

The Superintendent will serve as the Charter School's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School

from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

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