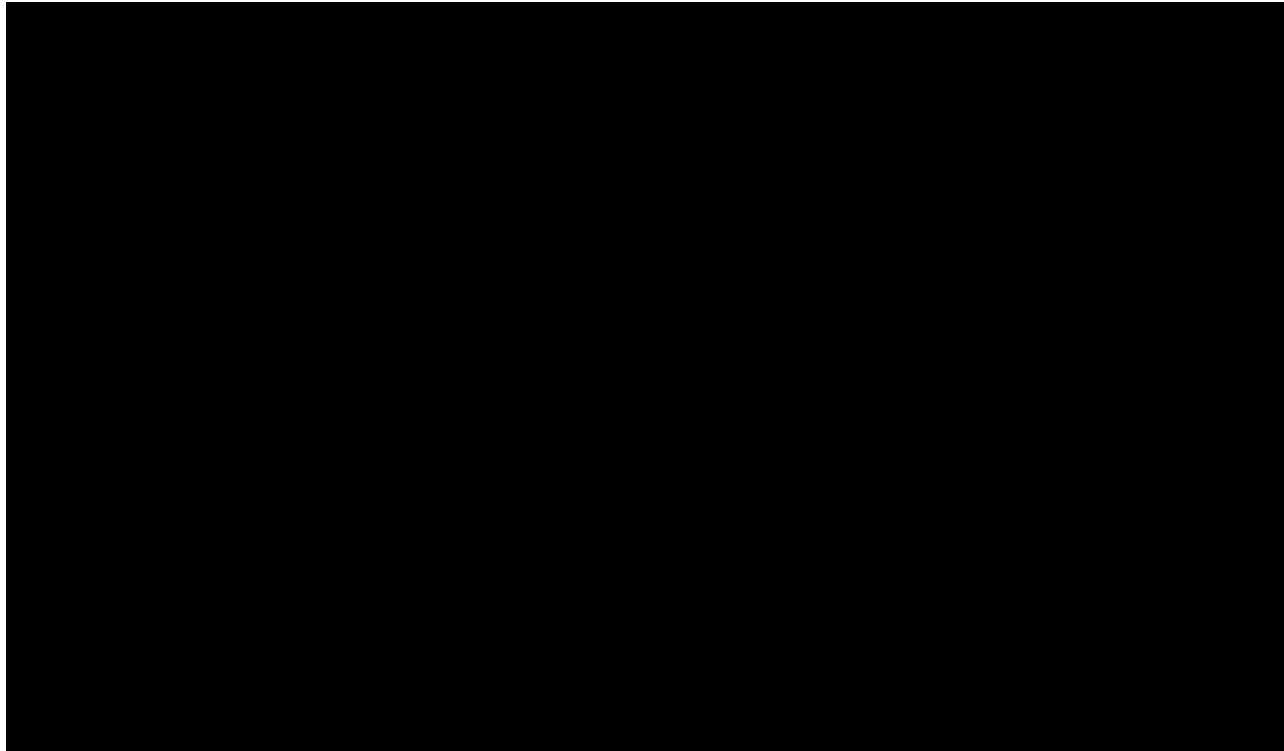


VALOR ACADEMY
HIGH SCHOOL



CHARTER PETITION RENEWAL
2018-2023

Respectfully Submitted to
Los Angeles Unified School District
Charter Schools Division
October 10, 2017

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Assurances, Affirmations, and Declarations

Valor Academy High School (also referred to herein as “VAHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL 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(b)(5)(A)(i).)

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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).

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.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

1.1 General Information

Valor Academy High School is a school operated by Bright Star Schools, a charter network operating seven schools in three communities (Koreatown, San Fernando Valley and West Adams).

1.1 VAHS General Information	
Contact person for the chart school is:	Dr. Evelyn Licea, Principal
Contact address for the charter school is:	8015 Van Nuys Boulevard, 4th Floor, Panorama City, CA 91402
Contact phone number for the charter school is:	(323) 406-7155
The proposed address or zip code of the target community to be served by Charter School is:	Address: 8015 Van Nuys Boulevard, 4th Floor, Panorama City, CA, 91402 Zip code of target community: 91402, 91343, 91352, 91353
This location is in LAUSD Board District:	6
This location is in LAUSD Local District:	Northeast
The grade configuration of Charter School is:	Grades 9 through 12
The number of students in the first year will be:	480
The grade level of students in the first year will be:	Grades 9 through 12
Charter school's scheduled first day of instruction in 2018-19 is:	August 20, 2018
The enrollment capacity is (total number of students who may be enrolled, regardless of residency):	480
The type of instructional calendar (traditional/year-round, single track/multi-track, extended day/year):	Traditional
The bell schedule for the charter school will be:	7:35 a.m. - 3:20 p.m.
The term of this charter shall be from:	2018-2023

1.2 Community Need for Charter School: Neighborhood to be Served

Valor Academy High School is a charter high school in the Bright Star Schools network, serving the communities of North Hills, Arleta, Pacoima, and Panorama City. Valor Academy High School was built off the success of Valor Academy Middle School, which became one of the highest performing schools in LAUSD in its early history.

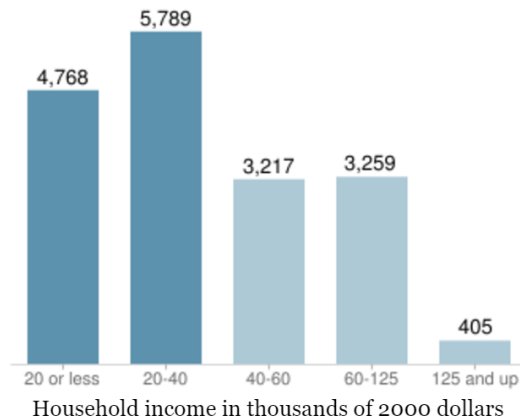
San Fernando Valley is a rapidly urbanizing community which welcomes a range of socio-economic, racial and immigrant diversity. While the community is rich in diversity, this also brings a set of challenges for community members.

The chart below indicates the average income in Panorama City is **\$44,468** with 60.5% of households in their community earning less than \$40,000 annually. Additionally, 55.0% of Panorama City residents are foreign born and only 13.78% of residents older than age 25 have received higher education.¹

¹ <http://maps.latimes.com/neighborhoods/neighborhood/panorama-city/>

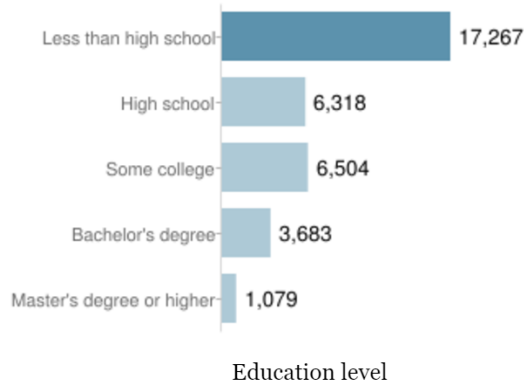
Income

- **\$44,468** median household income (2008 dollars), **about average** for **the city of Los Angeles** but **low** for the county
- In Los Angeles County, **Canoga Park, Sun Valley** and **Long Beach** have the most similar household incomes.
- The percentages of households that earn **\$20,000 to \$40,000** and **\$20,000 or less** are high for the county.



Education

- **13.7%** of residents 25 and older have a four-year degree, **about average** for **the city of Los Angeles** and **about average** for the county
- In Los Angeles County, **Mid-City, Elizabeth Lake** and **Gardena** have the nearest percentage of residents 25 and older with a four-year degree.
- The percentage of residents 25 and older with **less than a high school diploma** is high for the county.



Source: As reported by the Los Angeles Times. Retrieved from <http://maps.latimes.com/neighborhoods/neighborhood/panorama-city/>

Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line, as noted in Eric Jensen's *Teaching with Poverty in Mind*. High school is a period of time in a child's life critical to social, emotional and academic development necessary to prepare capable and confident students relentlessly pursuing higher education. In turn, Bright Star Schools is committed to increasing access to resources and opportunities for our students.

To achieve this, VAHS will provide a rigorous academic program, tools for good decision-making and a culture of accountability, scaffolding and creativity. This program is designed to address the following:

1. To create a small school community with a focus on college prep and character education to address the unique challenges in the local community.

2. To create the possibility for a contiguous TK -12 programmatic option for students and families in this community²
3. To work with the LAUSD schools in our local community to raise our collective educational excellence, especially relative to high school graduation rates as well as familiarity & access to the college application, acceptance and matriculation processes.

By the time Bright Star students enters 12th grade, they will be prepared to enter higher education confidently and competitively, with a strong familiarity with the college application, acceptance and matriculation processes. We will also support the foundational skill building of our students with outreach and education to families so that the support of students extends to the home environment, no matter what that looks like for each student.

In addition, all Bright Star schools will work to develop the socio-emotional and coping skills to overcome the many life challenges they may face on their path to accessing higher education. Bright Star Schools strongly believes students are most successful when they receive personalized and holistic support that enables them to thrive. Our model includes a strong focus on socio-emotional learning, restorative justice and academic rigor. At VAHS, school administrators personally know each student and all staff members know the families they serve. Additionally, students and parents have the assurance from the school that students are given as much time needed to complete their educational experience prior to being promoted to the next grade, class and/or level if they have not yet mastered the requisite skills.

As part of our school program, additional hours spent outside of the basic curriculum will be used for instruction in enrichment including structured co-curricular activities (athletic programs, clubs and the arts). Extra academic tutorial sessions will be provided at no extra cost for those students needing to “catch up” academically so that they can compete with their peers for college admission privileges and scholarship awards.

Additionally, VAHS implements a number of interventions embedded within the school day in the form of additional intervention periods, after school in the form of tutoring and additional school sessions over breaks (fall, winter and spring) in order to allow students to achieve mastery of the learning objectives. Students who need credit recovery have both summer and online options provided by the school. If a student is missing up to two graduation requirements, they will still be allowed to participate in the culmination ceremony and are given the summer following their senior year to complete those remaining requirements. This overarching approach has resulted in exciting educational outcomes for our students. It is our hope that we will be able to continue serving the needs of our students for the upcoming charter term.

Table 1.1 below demonstrates that VAHS’s significant student populations have performed comparatively to their peers in surrounding schools. Through a combinations of rigorous instruction, high expectations, and targeted supports, it is clear that our students are capable of achieving high standards of learning.

² When all grades are fully rolled out, Valor Academy Elementary School will offer grades TK - 4, Valor Academy Middle School will continue to offer grades 5-8 and if approved for renewal, Valor Academy High School will continue to offer grades 9 - 12).

1.2a: Academic Performance Data and other absolute indicators

Please see the next page for Table 1.1: Surrounding School Demographic and Performance Data

Table 1.1.: Surrounding Schools Demographic and Performance Data: 2016-2017 and 2015-2016 CAASPP Performance Data

The following table provides a comparative look at surrounding schools and performance breakdowns for the following subgroups: Special Education, English Language Learner, Socio-economically Disadvantaged, Latino and Black/African-American.

2016-17 CAASPP Performance											
School Information		ELA					Math				
School Type	School Name	Overall	SPED	English Learner	Socio-economically Disadvantaged	Latino	Overall	SPED	English Learner	Socio-economically Disadvantaged	Latino
Charter	Valor Academy High School	61.76	14.29	*	61.8	62.89	16.5	6.25	0	14.44	16.33
LAUSD	Panorama High School	33.33	8.33	1.61	32.97	30.89	9.72	0	0	9.49	8.49
LAUSD	James Monroe High School	33.93	6.67	1.83	33.25	30.71	11.74	1.32	0	12.44	10.51
LAUSD	Arleta High School	56.75	7.5	2.04	55.76	56.56	20.49	5	1.85	21.6	20.23
Charter	Discovery Charter Early Preparatory High School	38.78	0	0	39.13	38.78	10.2	0	0	10.87	10.2
Charter	PUC Lakeview Charter High School	73.6	14.29	0	76.04	74.38	35.48	7.14	0	35.79	35.83
2015-16 CAASPP Performance											
School Information		ELA					Math				
School Type	School Name	Overall	SPED	English Learner	Socio-economically Disadvantaged	Latino	Overall	SPED	English Learner	Socio-economically Disadvantaged	Latino
Charter	Valor Academy High School	61	*	*	62	59	19	*	*	18	19
LAUSD	Panorama High School	47	8	2	48	45	15	3	0	16	13
LAUSD	James Monroe High School	47	18	4	47	47	17	0	0	17	15
LAUSD	Arleta High School	66	19	0	67	68	26	0	4	26	26
Charter	Discovery Charter Early Preparatory High School	41	7	0	39	41	29	8	8	30	29
Charter	PUC Lakeview Charter High School	54	0	0	53	51	26	0	0	21	20

1.2b: Success of the Innovative Features of the Educational Program

Bright Star Schools have several innovative features incorporated throughout our programming, but there are three distinct programs that differentiate our approach from other local schools. The following innovative features are incorporated at all Bright Star Schools.

1. The Connections Program and family services

The Connections Program is our latest and most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students and their families. The program consists of three strategic initiatives:

- Student Services
- Family Services
- Alumni Support

Bright Star designed The Connections Program so every student has ally on staff (“Counselors”). The Counselors’ sole purpose is to help their student graduate from high school, be prepared to succeed in a four-year college or university and/or equipped with a viable post-secondary career plan. The Connections Program provides every BSS student with individual guidance counseling, academic support, and social service referrals from their personal advocate, a credentialed PPS (Pupil Personnel Services) School Counselor. The section below will detail the impact both the Counselors and the family services have on our student population.

Program Impact: Bright Star sees the following as major points of impact for this section:

- Positive school culture ratings from students in regards to school culture (paragraph A)
- Positive parent satisfaction ratings (paragraph B)
- College acceptance rate (paragraph C)

- A. We consider the data from our annual student survey to assess satisfaction and success. Chart 1.2 indicates student responses to the question, “Overall I feel good about being in this school.” As you can see from these charts, students have consistently and overwhelmingly agreed they feel good about attending VAHS. Note that in 2015-2016, the survey was re-written with the wording “I am treated fairly in this school.” We are also proud of the data which demonstrates student understanding that the adults at VAHS want our students to be successful. Note that in 2015-2016, the survey was re-written with the wording “Adults on this campus believe I am capable of academic success.” VAHS is proud that at the end of the 2016-17 school year, 91% of students agreed or strongly agreed.

CHART 1.2: STUDENT RESPONSE TO "OVERALL I FEEL GOOD ABOUT BEING IN THIS SCHOOL." (PRIOR TO 2015-2016)

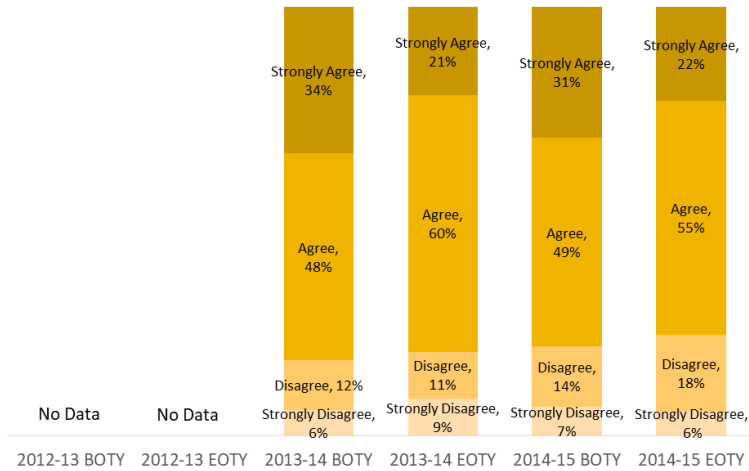


CHART 1.2B: STUDENT RESPONSE TO "I AM TREATED FAIRLY IN THIS SCHOOL" (POST 2015-2016)

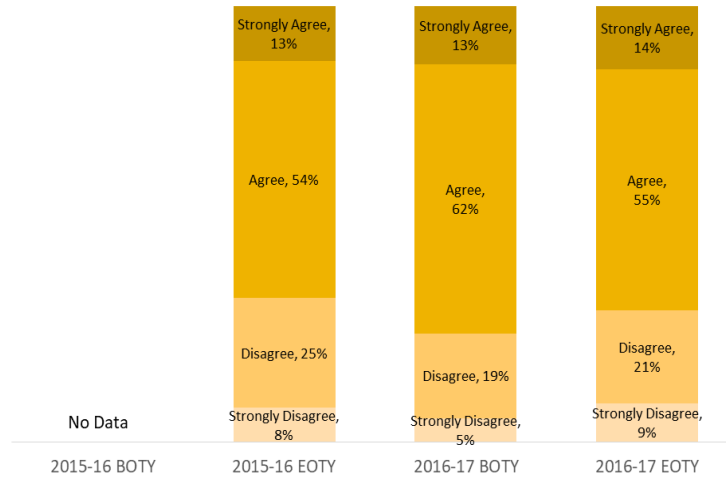


CHART 1.3: STUDENT RESPONSE TO "ADULTS IN THIS SCHOOL WANT ME TO SUCCEED." (PRIOR TO 2015-2016)

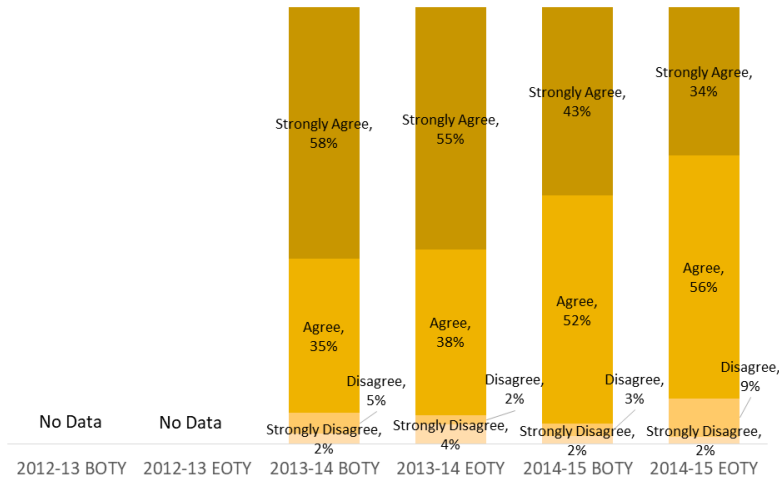
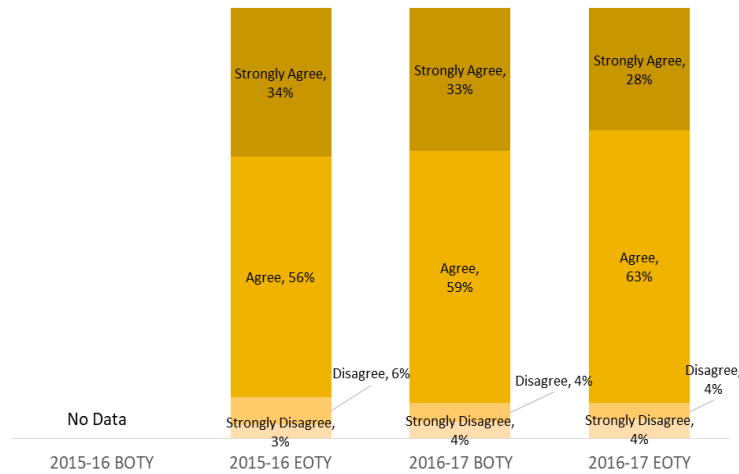


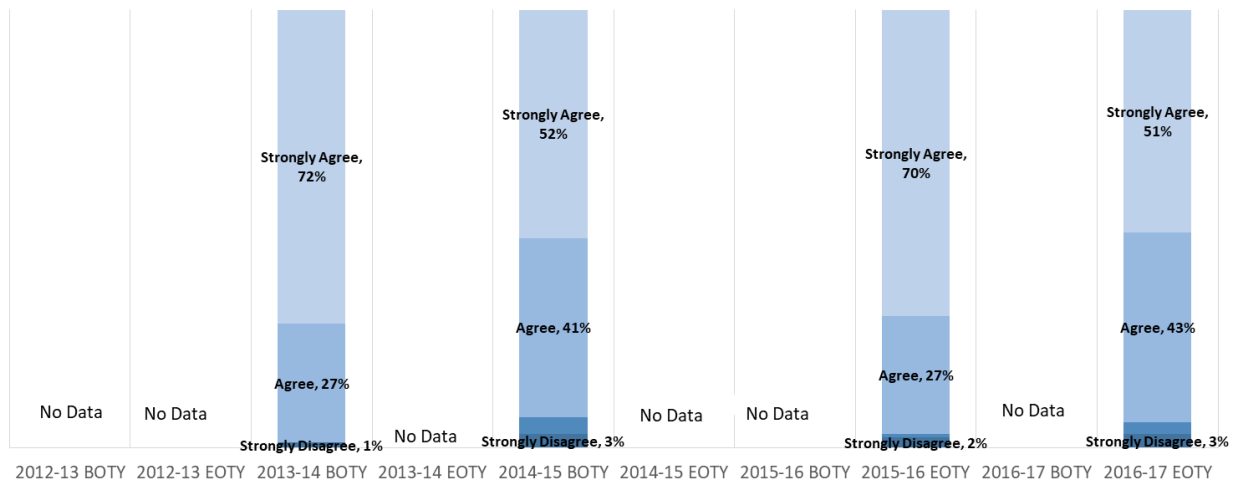
CHART 1.3B: STUDENT RESPONSE TO "ADULTS ON THIS CAMPUS BELIEVE I AM CAPABLE OF ACADEMIC EXCELLENCE." (POST 2015-2016)



B. In addition to school culture, Counselors have a strong impact on college acceptance rate, as well as college persistence rate. Counselors work directly with students and families to help them select the college that is likely to be the best fit for them. Additionally, we have used historical persistence data gathered directly from alumni to inform and drive our strategic initiatives. For example, Counselors when they asked students why they left their university before completion, they found it was largely due to financial concerns. With this data, Bright Star Schools created an initiative that promotes Counselors to work directly with students and families prior to entering college to prepare them for the likelihood of experiencing said-challenge. Counselors will help students and families create contingency plans, so they are prepared to meet potential financial challenges and are less likely to drop out due to financial reasons.

C. Our parent satisfaction data is overwhelming positive, with 92% of our parents agreeing or strongly agreeing with the overall education their child(ren) receives. Building parent trust is an important part of our framework, as we believe it is necessary to assist the majority of our parents about America’s higher education system so they can effectively plan for their student’s future. We also see it as our responsibility to assist our families in navigating their child’s educational program to be able to successfully advocate for their child, to ensure successful outcomes for their child. VAHS’s values their trust in ensuring we provide quality education and supplementary services to ensure their child succeeds.

CHART 1.4: PARENT RESPONSE TO "I AM SATISFIED WITH THE OVERALL EDUCATION MY CHILD IS RECEIVING."



2. Restorative Justice Programs

Bright Star attributes the decrease in suspensions and expulsions to an ongoing effort to implement other meaningful forms of correction and restorative practices on the campus. All counselors and deans have received extensive training in leading restorative justice circles and both routinely implement in their ongoing work with students. These practices allow the students to learn from their mistakes by correcting them and repairing any harm they may have done to their community.

Trainings on restorative practices are offered to staff members through a variety of workshops on and off site. These trainings focus on the theory and practice of restorative justice in schools. When applicable we utilize the services of Council in Schools³ to facilitate harm circles or restorative conferences with involved students, parents, staff and/or community members.

Other means of correction commonly used are:

- Opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- Lunch or after school detention
- Student and parent conferences are held with key stakeholders including administration, teachers, and counselors
- Provision of any number of resources or referrals to community based organizations offering youth programs or supports
- Opportunities for school based counseling through our partnerships with Didi Hirsch Mental Health Services and Antioch University of Los Angeles' Counseling Center
- Push-in support services from campus support staff

Program Impact: In order to understand the impact counselors have on our student population, we look at several points of data. The first data point we consider is the suspension and expulsion rates, both internally and comparative to other schools. The proceeding chart indicates a significant decline in VAHS' suspension rate consistently in the last four school years, especially when comparing 2013-2014 to 2016-2017. During this time period, the 8.3% reduction in suspension rate can be attributed to Bright Star's shift in focus on a less punitive model of shaping student behavior. With the support of the Counselors, Deans, teachers and parents, we work on addressing students' underlying socio-emotional needs, which may have prompted the

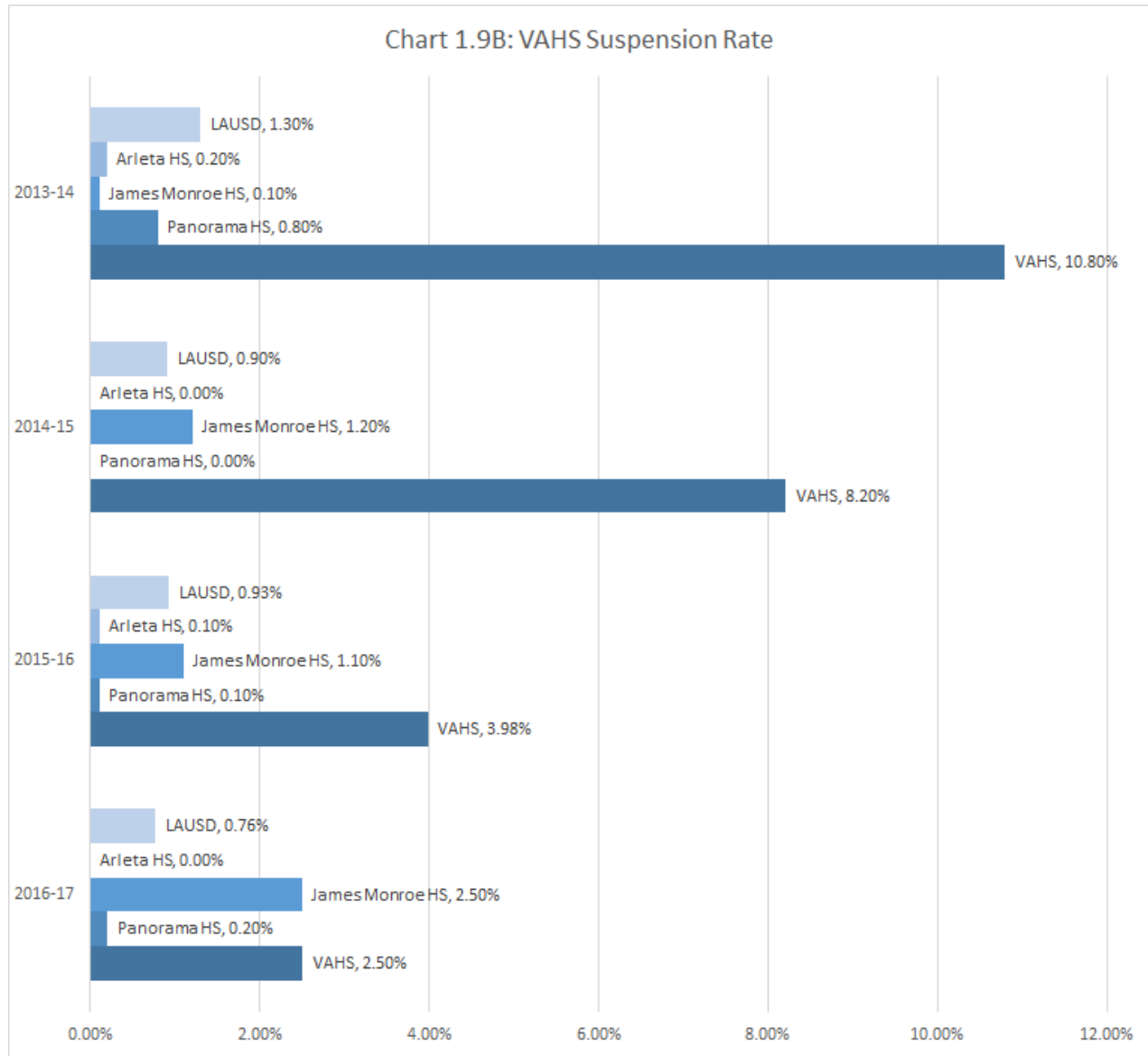
³ CIS provide training and consultation for educators who wish to integrate the practice of Council, a community building practice of authentic expression and empathic, non-judgmental listening and receptivity, into mainstream school curricula, creative arts, instructional strategies, support services, and school communities. This service is provided through The Ojai Foundation: <http://ojafoundation.org/our-programs/council-in-schools>

initial misbehavior. Identifying the root of the cause better allows correction and is a preventative course of action.

Since 2015, VAHS's suspension and expulsion rate more closely matches that of LAUSD and other surrounding schools over time.

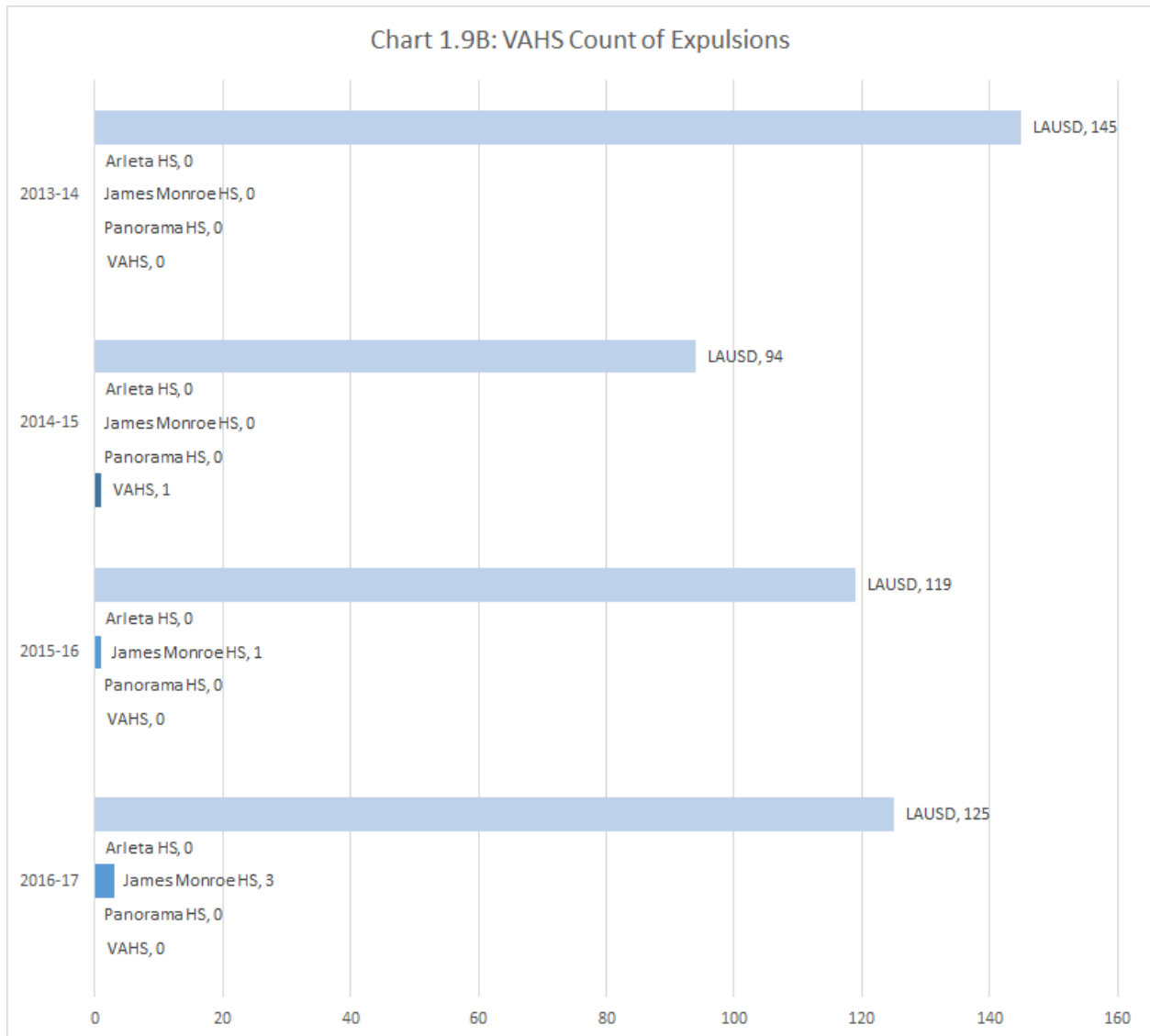
Charts for VAHS suspension and expulsion rates proceed on the next page.

CHART 1.5A: VAHS' SUSPENSION RATE



Source: The information above is self-reported and submitted via CALPADS to the California Department of Education on an annual basis.

CHART 1.5B: VAHS' NUMBER OF EXPULSIONS



Source: The information above is self-reported and submitted via CALPADS to the California Department of Education on an annual basis

3. Life Experience Lessons (LEL)

Life Experience Lessons (LELs) have been a hallmark of Bright Star’s program since we were founded in 2002. We believe students must be offered opportunities to enhance their education with real-life experiences if they are going to succeed in life outside the classroom. Each year, several VAHS students participate in LELs. These trips are entirely paid for by Bright Star Schools.

Students are selected to attend the LELs through an application process, which includes a personal statement as to why the student believes he or she will benefit from the experience. Recent and upcoming LELs include:

TABLE 1.6: HISTORICAL AND UPCOMING LELs

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
9th	<p>Northern California, Nevada and Arizona trip.</p> <p>Students will visit 10 colleges.</p> <p>55 students will attend this trip 55 students will attend this trip.</p>	<p>Northern California, Nevada and Arizona Trip.</p> <p>Students visited 10 colleges.</p> <p>55 students attended this trip.</p>	<p>Northern California, Nevada and Arizona Trip.</p> <p>Students visited 10 colleges.</p> <p>48 students attended this trip.</p>	<p>Northern California, Nevada and Arizona Trip.</p> <p>Students visited 10 colleges.</p> <p>55 students attended this trip.</p>	<p>Northern California Trip.</p> <p>Students visited 6 colleges along with San Francisco.</p> <p>48 students attended the trip.</p>
10th	<p>Oregon Trip</p> <p>Students will visit 6 colleges and schools.</p> <p>46 students will attend.</p>	<p>Oregon Trip</p> <p>Students visited 6 colleges and schools.</p> <p>46 students attended.</p>	<p>Oregon Trip</p> <p>Students visited 6 colleges and schools.</p> <p>46 students attended.</p>	<p>Oregon Trip</p> <p>Students visited 6 colleges and schools.</p> <p>36 students attended.</p>	Not applicable.
11th	<p>New York Trip</p> <p>Students will attend 7 colleges in NY.</p> <p>30 students will attend.</p>	<p>New York Trip</p> <p>Students visited 7 colleges in NY.</p> <p>30 students attended.</p>	<p>New York Trip</p> <p>Students visited 4 colleges in NY.</p> <p>25 students attended.</p>	Not applicable.	Not applicable.
12th	San Diego Retreat.	San Diego Retreat.	Not applicable.	Not applicable.	Not applicable.
	All students will be asked to attend.	85 students attended the retreat.			

This past year (2016-2017), VAHS piloted a “College Experience Lesson” (CEL) where students received the opportunity to visit 14 colleges and universities in California. The 90 students who attended were chosen did not previously have an opportunity to attend an LEL. Due to the success, this upcoming school year we will be having the CEL again with the intention of giving students that do not attend the LEL the opportunity to visit schools.

1.2c: Success of the School's Educational Program in Meeting the Specific Needs of its Student Population

VAHS has a diverse student body with student's speaking six different primary languages. The most common primary language spoken at VAHS is Spanish. As noted in Table 1.7 below, the vast majority of VAHS students qualify for free and reduced lunch and are considered to be socio-economically disadvantaged.

TABLE 1.7: VAHS 2016-2017 Student Demographics ⁴

Demographics	All the Schools in the Bright Star Network	VAHS
Enrollment (as of Census date October 2016)	2,559	455
% SPED	11%	12%
% ELL	19%	12%
% FRL	92%	90%
% by Race		
African-American	5%	2%
Hispanic/Latino	83%	93%
Asian (including Filipino)	9%	2%
White (including Native American/ Alaskan Eskimo)	2%	2%
Other (Missing, Mixed)	1%	1%

Regardless of the challenges our student face, all student populations are performing at high levels relative to their peers at surrounding schools, as demonstrated in *Table 1.1: Surrounding Schools Demographic and Performance Data: 2016-2017 and 2015-2016 CAASPP Performance Data*. This is particularly reflective in our graduation rate. In 2016-2017, VAHS graduated its first class of students, many of whom started at Valor Academy Middle School. The 2016-2017 four-year cohort graduation rate will not be published until spring 2018. However, of the students who entered 12th grade in 2016 at VAHS, 98.9%⁵ graduated in spring 2017 and there were zero drop-outs.

VAHS offers a comprehensive summer school program, available to all students who need credit recovery. This program is offered at no cost. For students who are unable to attend summer school due to family commitments, the school also offers online credit recovery programs. Most importantly, VAHS wants to ensure students do not have the opportunity to fall significantly behind at any point in their high school career. In order to achieve this, parents receive a graduation tracker report which their child's overall progress toward meeting the A-G and all other graduation requirements at the end of every quarter.

⁴ Source: The information above is self-reported by families during enrollment and submitted via CALPADS to the California Department of Education on an annual basis

⁵ This information is an internal assessment and will be submitted via CALPADS to the California State Department of Education

1.2d: Areas of challenge that the school has experienced and how the school has improved and/or will improve in such areas

There are two main areas of challenge VAHS has experienced in the last five years: resolution of behavioral issues and boosting state-test and classroom-grades especially related to math scores. See below for information on how VAHS plans to improve, as well as anticipated areas of developing for the next five years.

1. **Restorative justice programs and added academic supports:** All Bright Star Schools have several intervention programs for at-risk students or struggling students. Student benchmark and all assessment data is reviewed by teachers, administrators and counseling staff members on a consistent basis. Students that are at-risk in the area of English Language Arts are placed in intervention classes designed by teachers and administrators to meet their unique needs. At VAHS, we have the following programs to address intervention and struggling/at-risk students:
 - a. **Instructional Aides (IAs):** VAHS hired five instructional aids that help with push-in and pull-out services. The instructional aides also provide small group testing accommodations. Additionally, our instructional aids run tutoring afterschool through homework center. IAs meet with 10-15 students to provide homework help for an hour after school.
 - b. **Resource Teachers:** Similar to the IA's, the resource teachers provide push-in and pullout supports for students. Resource teachers help teach the resource lab classes, where these teachers re-teach and pre-teach concepts for struggling students in small groups of up to 10 students.
 - c. **ELD Resource Lab:** Taught by our ELD coordinator, students receive support with pre-teaching and re-teaching of lessons and content along with English language development support.
 - d. **Tutoring:** We hold mandatory tutoring for students failing two formative assessments during the week. Teachers are able to provide tutoring for struggling students after-school.
 - e. **Office Hours:** Teachers hold office hours for struggling students at least twice a week, by appointments.
 - f. **Home Visits:** VAHS counselors and culture team will visit homes of students who struggle academically and behaviorally to put appropriate supports in place.
 - g. **Flex Block:** During the school day, counselors and the admin team teach life skills classes meant to help and support students develop academic and personal development strategies.
 - h. **The Connections Program:** Each grade level has one counselor supporting student's socio-emotional health and academic guidance.

As a school, we are committed to continuing and furthering our understanding of restorative justice. This year, we are delivering professional development to teachers focusing on reviewing and teaching trauma-informed practices in the classroom, as well as building inclusive classrooms and curriculum. This training is aimed at helping teachers understand student triggers and in an informed way learn how to better manage conflict in the classroom.

2. **Improving math scores:** Bright Star consistently faces challenges with math scores. There are many factors that have contributed to this data point, including:
 - a. Students enter Bright Star Schools with inopportune math scores, which creates a need for our teachers to both reconstruct foundational understanding for students, as well as continue to drive knowledge forward.
 - b. CAASPP scores are assessed in 8th grade and in 11th grade. In between those years, there is not a standardized state testing administered, which makes it challenging to measure over-year growth.
 - c. CAASPP tests are administered during a high test time, resulting in burnout in many students.

The school has addressed these challenges in the following ways:

- a. **ACT Aspire benchmark administration will be expanded to the 10th grade.** By having our 9th and 10th graders take the ACT Aspire test, we will be obtaining data that is closely connected to Common Core state standards and SBAC.
- b. **Revision of Our Testing Schedule in May and April.** At this time, a schedule has been created for the year that includes all testing. The new schedule reflects testing that is spread out for students and will address the burnout that our students experience during testing time.

Additionally, VAHS will continue to invest heavily in professional and curriculum development for math by developing a scope and sequence for all math courses, purchase new math materials and textbooks, and continue to provide professional development focused on lessons aligned with Common Core. This coaching will be provided by instructional coaches, VAHS's Assistant Principal (AP) of Instruction and Principal). While, some grade levels are not assessed by CAASPP, the school has administered the Math IABs and IACs. They were not predictive, thus the school will use Glencoe text assessments and teachers review data every two weeks. The school will use the ACT Aspire Suite as a Summative assessment for each grade level to calibrate math longitudinal academic achievement progress and growth over time. Some of the professional development initiatives VAHS is investing in are:

- a. **Lesson Planning Days:** These days will allow teachers more dedicated time to expand and focus on their lesson plans. VAHS will provide a substitute teacher during this period so teachers can devote their time to further developing their lesson plans, scope and sequence.
- b. **Increased access to key curriculum leaders:** During worktime, teachers will have access to AP of Instruction and/or Director of Mathematics if they have any on-the-spot questions. During Bright Star PD days, teachers will work with department groups under the cadre leader so they can continue developing planning materials and assessment, and receive feedback on their lesson plans. Lastly, teachers are able to request live coaching and modeling from both the AP of Instruction and the Director of Curriculum and Instruction, as needed to hone in on specific skillsets and student needs.
- c. **Adoption of Glencoe Math curriculum and professional to teachers to implement** Bright Star Schools upholds the belief that classroom teachers should be autonomous, when scores demonstrate. If scores are not at the desired level, we step in to assist in the development of a supportive curriculum that better allows teachers to reach students. The VP of instruction and math instructional coaches worked with teachers to identify textbooks and other supporting materials (Glencoe Math curriculum and student workbooks, access to online assessments) over the summer of 2017.
- d. **Creation of a tool for content specific pedagogy for best practices in math instruction** Our VP of Curriculum work alongside our math instructional coaches to provide stronger supports for teachers. They work in tandem to both identify key research based curriculum, and identify the strongest trainings so all teachers implement consistently for all students in their classrooms. They also work with our principals to provide coaching and observational; feedback.

Additionally, we are changing the frequency and method in which data action plans are created. Previously, our teachers completed individual data action plans every 10 weeks (during midterms and finals), every year. This year, the departments (as a whole) will complete and analyze formative assessments & data action plans, twice per month. Based off this analysis, the department leaders work with teachers during department meetings to create an action plan for instruction for the next two weeks based on the most recent formative assessment. And the cycle continues as such, a formative assessment every two weeks, followed immediately by departmental collaboration and action planning to adjust instruction based on student outcomes. The efficacy of that action plan will be evaluated when the cycle renews with another formative assessment.

Lastly, VAHS hopes to develop a continuum of programs that will address the needs of a growing population of students. Among many needs, two specific needs that will hopefully help improve math scores are working with students who need a Certificate of Completion program and provide our students with free ACT and SAT prep. We want to ensure that our students are

improving their performance in a holistic way and have a long term benefit to their life and livelihood. It is essential that these students with these intense needs have a place at Bright Star Schools so they can thrive academically and socially.

1.3 Student Population To Be Served

VAHS aims to educate students in grades 9 – 12 in Panorama City who want to enroll in a school with high expectations and a strong focus on rigor. Rigorous instruction and targeted interventions and supports ensure that students have adequate opportunities to meaningfully engage the rigorous California Common Core State Standards and complete the A-G University of California (UC) and California State University (CSU) college entrance requirements. Our students will enroll in this challenging educational program in exchange for a commitment from the school that all of its students will learn and will be prepared not only to be accepted to, but to be successful in college and career.

Students in Panorama City come from a diverse range of socio-economic backgrounds. As mentioned in “Section 1.2: Community Need for VAHS,” the average income in Panorama City is \$44,468, though 60% of the population household income is between \$20,000 - \$40,000 per year. According to the LA Times, only 13.7% of residents age 25 and older have a four year college degree. Additionally, 55% of local families have a first-generation immigrant experience and are English language learners. It is important to note the percentages of residents ages 10 or younger in Panorama City are among Los Angeles county's highest⁶.

Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line. Middle and high school are the critical foundational bridges in skill acquisition, content knowledge, and character development necessary to prepare capable and confident students relentlessly pursuing higher education.

1.4: Five Year Enrollment Rollout Plan

The table below is a five year enrollment plan illustrating the number of students in each grade and the total number of students that VAHS will serve in each year of the charter term.

TABLE 1.8: ENROLLMENT ROLLOUT PLAN

Enrollment Roll-Out Plan					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
9	120	120	120	120	120
10	120	120	120	120	120
11	120	120	120	120	120
12	120	120	120	120	120
Total	480	480	480	480	480

⁶ <http://maps.latimes.com/neighborhoods/neighborhood/panorama-city/>

1.5: Goals and Philosophy

MISSION

Bright Star Schools' mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

VISION

Bright Star Schools' vision is Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

CORE VALUES

Bright Star Schools strive to provide students with a well-rounded education, including a rigorous academic program that prepares students for college, and life experiences that exposes students to a broad world beyond their current environments.

All of our programs are rooted in four core values:

- **Integridad**
Integridad means we need to be the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard.
- **Ubuntu**
Ubuntu means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.
- **고향**
Kohyang means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities.
- **Growth**
Growth means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development.

The mission of Valor Academy High School is that 100% of Valor graduates will have the opportunity to be accepted to and succeed in college.

In order to achieve this mission, we follow the following ten tenets in everything that we do:

1. All students can and want to learn.
2. Academic instruction begins with backwards planning and is driven through inspiration, inquiry, and structure.
3. We elevate student engagement by raising academic rigor, not by lowering it.
4. We meet students where they are and never give up on them.
5. We assume the best in everyone.
6. Relationships, expectations, and accountability drive our culture.
7. Students learn best in a collaborative and supportive environment based on mutual trust and respect.
8. We celebrate growth and achievement.
9. We leverage the diversity of our community and expose our students to life outside the classroom.
10. Students grow; so do we.

Additionally, VAHS believes that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to pursue college and a professional career. VAHS will employ rigorous academics marked with frequent assessment and evaluation in order to

consistently set high standards for achievement and encourage students to transcend all obstacles. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, VAHS will provide a school culture that engenders strong character, self-advocacy, and a responsibility to pursue education at every level. Through transparency in all policies and structures, devoted school leaders and faculty will ensure that students' families and the communities in which they reside are invested in the success of their scholars. Leadership, Excellence, Integrity, Social Justice and Community will be at the core of all VAHS staff, their defined practices, and finally in the students who will emerge with the skills and character necessary to realize their educational and professional aspirations. As part of professional development, teachers received support in developing their educator toolkit with a series of workshops titled Diversity and Inclusion. In the 2016-17 school year, teachers completed a series of professional development workshops dedicated to exploring differentiation and behavior support through the lens of Diversity and Inclusion in the classroom. These series of workshops included teacher practices that aimed to best support English Language Learners, Inclusive Education and our high behavior needs students.

1.6: An Educated Pupil in the 21st Century

At Bright Star Schools, we believe an educated person is someone self-motivated, competent, and a lifelong learner who possesses the academic, intellectual, emotional and character skills necessary for success in college and the world beyond. Academically, these skills include:

- A mastery of the English language along with a mastery of at least one other language.
- A fundamental understanding and fluency in comprehension of mathematics, science, history, and the ability to read informational texts critically across the disciplines.
- The ability to construct a written argumentative response evaluating the texts and arguments across the curriculum.
- The ability to use technology to research and effectively communicate ideas.
- The ability to apply mathematical concepts and reasoning in order to analyze and solve real world problems
- An understanding of global interdependence and ability to clearly see the need for greater social justice in the world.

An educated person in the 21st century also must have developed an ability to monitor and maintain emotional and physical fitness. A quality education also instills habits that help one to have control of one's life: to solve problems, to set and attain goals, to learn from experiences and to know when and how to follow social norms. Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life and being reflective about one's interactions and relationships with others.

An educated person participates constructively in society, for one knows that such participation is necessary for the benefit of society and for the individual as well. Such a person has developed a broad knowledge base and has acquired skills which allow one to enter the economic mainstream. Such a person works cooperatively to achieve constructive answers to difficult questions for the benefit of society. Such a person understands that every problem has some solution, although it often may not be a perfect solution.

An educated person understands that character counts, and that we live on a planet where everybody and everything is interconnected, often in ways that we cannot see or comprehend. Such a person knows that one's actions cause many further actions and reactions. Because of this, an educated person refers to and utilizes one's own belief and value systems prior to making important decisions about oneself and about others.

An educated person communicates effectively, both orally and in writing, and bases his thoughts and arguments on a thoughtful consideration of the evidence at hand. They are able to participate in the larger intellectual dialogue by creating their own thoughts and ideas, using others' ideas as a springboard to form their own. In order to do this in the 21st century, they must be a savvy user of technology and understand how to use the available tools to further their own learning, form opinions, interact with the world, and present the portrait of themselves as a thoughtful and responsible citizen. VAHS accomplishes this through thoughtful integration of

critical reading of nonfiction texts across all disciplines integrated into the core unit plans. Classrooms spend a significant amount of time using structured tools to assist students in participating in thoughtful critical dialogue in the classroom in which they analyze and evaluate these texts. Equal emphasis is placed on the conventions of academic discourse, along with the treatment of intellectual concepts. These classroom activities are almost always followed by an assignment in which students articulate their reasoning. Oftentimes, this includes using technology to gather and synthesize additional resources and communicating this reasoning via a platform such as Google Classroom.

1.7: How Learning Best Occurs

Our instructional practices and program design are largely informed by the following pieces of research and publications:

1. Robert J. Marzano's *What Works in Schools* and *What Works in Classroom Instruction*
2. David Conley's guidelines for "21st Century Learners," as published by Pearson in "Career Readiness and Employability"
3. Carol Dweck's *Mindset: The New Psychology of Success*
4. Angela Duckworth's *Grit: The Power of Passion and Perseverance*

This research emphasizes for high school that in order to be truly college and career ready, students must amass an arsenal of skills, including literacy and content areas, analytical and argumentative and writing skills. Our work relies largely on this premise. Davis Conley's guidelines would provide strategies meeting the needs of VAHS students. For example, his guidelines are largely geared for low socioeconomic or 1st generation college attendees. His work centers on developing the social capital to navigate a higher education system and strategies such as forming peer studies groups and developing self-advocacy skills.

Due to shift of Common Core, the requirements of the state largely align with the requirements of our tests. By implementing the Common Core-based curriculum, students will obtain the skills necessary to perform well on the test, and ultimately succeed in college entrance, graduation and beyond. The strategies at Bright Star Schools relies on the teaching of non-fiction text once per unit in all content areas. Additionally, we administrate the Write Score writing assessments three times a year, which relies upon third party raters to assess students writing abilities across all the content areas. Further, these pieces emphasize the importance of non-cognitive skills (soft skills) are essential to the success of students. These practices are embedded in our advisory program, our Connections' Program, and throughout the core courses.

Accordingly, VAHS believes research supports that learning best occurs when students learn in an environment where they feel safe, where expectations for all students are clear and high and students are given the opportunity to make mistakes, learn from them, work hard and achieve their goals. We believe all students can succeed academically when given the opportunity to learn through active participation in engaging activities. We further believe all students need to develop high standards of honesty, industriousness, enthusiasm, kindness, compassion and generosity. Students participate in a daily advisory program that explicitly teaches the values and character traits we want students to embody. Through direct instruction on character education, relevant readings, and monthly character education assemblies, our values are embedded within the very culture of the school.

Learning best occurs when learners start with their own knowledge and experience as the basis for learning. Students must feel that new ideas, information and skills are relevant, useful or important. They must be motivated by genuine interest or purpose, and should be challenged to work to high expectations. Students construct meaning through their learning experiences by doing more often than seeing or listening. Additionally, students learn best when they practice and apply new skills and concepts to real-life situations.

Learning best occurs when academic learning is coupled with emotional and physical development. When learning in a school culture is fun, exciting and essential, students feel more comfortable in their environment and are motivated to work harder to achieve academic goals.

Learning best occurs when educational objectives are simple, measurable and attainable. Clear definitions of what students should know and be able to do in each academic content area at grade level determines the content of the curriculum, affect teaching strategies, provide a perspective for selecting and training teachers and help parents understand what is expected of the children.

Learning best occurs when class size and school size are manageable. Although there are no magic numbers or solutions for what is manageable, it is imperative that the members of the school community know one another as individuals.

Additionally, VAHS believes that learning is most effective when parents understand and are involved in the educational goals of the school. VAHS has short-term, intermediate and long-term goals.

- The **short-term goal** is to provide a meaningful educational experience; one that impresses upon students the amount they can accomplish in a single year of dedicated hard work and the level to which they can enhance their self-confidence through achievement.
- The **intermediate goal** is to help students carry this sense of academic commitment and accomplishment throughout their high school experience.
- The **long-term goal** is to instill in our students the belief that they should and be able to attend college, and through this process, provide them the tools to do so.

1.8: VAHS LCFF State Priorities Table

LCFF STATE PRIORITIES						
GOAL #1						
All students demonstrate increased academic growth as measured by state test scores and improved English proficiency.				Related State Priorities:		
				<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 3	<input type="checkbox"/> 6	Local Priorities:
						<input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> Investment in student technology to enhance and support a student's ability to master CA state standards. Intervention and enrichment programs to support both student's acquisition of core content and topics of interest outside core curriculum. Instructional support staff whose responsibility includes but is not limited to data analysis, intervention, professional development, and English language learner development. Continued investment in curriculum and academic tools to support student growth in core subject areas. 						
Expected Annual Measurable Outcomes						
Outcome #1: 40 percent of English Language Learners students will increase 1 ELPAC level from the prior year						
Metric/Method for Measuring: ELPAC Level						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)						
English Learners	32.56%	40%	40%	40%	40%	40%
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						

Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #2: School will increase reclassification rate by 1% to 5% of previous year's rate						
Metric/Method for Measuring: percentage point increase in reclassification rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)						
English Learners	24.07%	TBD based on new test (ELPAC)	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: Students will increase proficiency on the CAASPP by 5% of the base score (both ELA and Math).

Metric/Method for Measuring: Percentage point increase in proficiency on CAASPP scores

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	ELA: 62% Math: 16%	≥5%	≥5%	≥5%	≥5%	≥5%
English Learners	ELA: 13% Math: 0%	≥5%	≥5%	≥5%	≥5%	≥5%
Socioecon. Disadv./Low Income Students	ELA: 61.8% Math: 14.44%	≥5%	≥5%	≥5%	≥5%	≥5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	ELA: 14.28% Math: 6.25%	≥5%	≥5%	≥5%	≥5%	≥5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	ELA: 62.89% Math: 16.33%	≥5%	≥5%	≥5%	≥5%	≥5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

School will promote a school culture which is a positive, engaging, calm and supportive for both student social and emotional development.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. School-wide programs and staff professional development to ensure ongoing positive school climate.
2. Creation of experiences in school which empower students and support their growth socially and emotionally.
3. Providing students with opportunities to ensure they have access to experiences and resources they may not be able to afford outside of school

Expected Annual Measurable Outcomes

Outcome #1: The percent of students who are chronically absent will decrease from the previous year by no less than 2%

Metric/Method for Measuring: Percent of students who are chronically absent.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	15.45%	≤2%	≤2%	≤2%	≤2%	≤2%
English Learners	26%	≤2%	≤2%	≤2%	≤2%	≤2%
Socioecon. Disadv./Low Income Students	16%	≤2%	≤2%	≤2%	≤2%	≤2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	20%	≤2%	≤2%	≤2%	≤2%	≤2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	16%	≤2%	≤2%	≤2%	≤2%	≤2%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #1: School will maintain a 95% ADA
Metric/Method for Measuring: Average Daily Attendance

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94.73%	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners	92.94%	≥95%	≥95%	≥95%	≥95%	≥95%
Socioecon. Disadv./Low Income Students	94.78%	≥95%	≥95%	≥95%	≥95%	≥95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	94.04%	≥95%	≥95%	≥95%	≥95%	≥95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	94.74%	≥95%	≥95%	≥95%	≥95%	≥95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: No more than 5% of students will experience an incident of suspension

Metric/Method for Measuring: % of students who experience an incident of suspension

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2.51%	<5%	<5%	<5%	<5%	<5%
English Learners	6%	<5%	<5%	<5%	<5%	<5%
Socioecon. Disadv./Low Income Students	2.56%	<5%	<5%	<5%	<5%	<5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	1.67%	<5%	<5%	<5%	<5%	<5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2.25%	<5%	<5%	<5%	<5%	<5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Total days of suspension will not exceed 5% of the product of total enrollment and instructional days

Metric/Method for Measuring: : Total days of suspension will not exceed 5% of the product of total enrollment and instructional days

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	.09% ⁷	<5%	<5%	<5%	<5%	<5%
English Learners	0.1%	<5%	<5%	<5%	<5%	<5%
Socioecon. Disadv./Low Income Students	0.1%	<5%	<5%	<5%	<5%	<5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0.04%	<5%	<5%	<5%	<5%	<5%
African American Students	*	*	*	*	*	*

⁷ Based on the reported 73 days of suspension (which was actually an error, should be 34) and 81,288 days of attendance (total enrollment x instructional days)

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0.09%	<5%	<5%	<5%	<5%	<5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: No more than 2% of students will be expelled

Metric/Method for Measuring: Percent of expelled students

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	<2%	<2%	<2%	<2%	<2%
English Learners	0%	<2%	<2%	<2%	<2%	<2%
Socioecon. Disadv./Low Income Students	0%	<2%	<2%	<2%	<2%	<2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	<2%	<2%	<2%	<2%	<2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<2%	<2%	<2%	<2%	<2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: 65% of students will positively rate school climate on Panorama Education survey.

Metric/Method for Measuring: % of positive responses

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%
English Learners	TBD	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%
Socioecon. Disadv./Low Income Students	TBD	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	TBD	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	TBD	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #6: School dropout rate will be less than 5%

Metric/Method for Measuring: School dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0.21% ⁸	≤5%	≤5%	≤5%	≤5%	≤5%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						

⁸ No 4 year cohort grad/dropout rates have been calculated for VAHS (the first will be released in spring of this AY). This rate represents the one dropout in 2016-17 divided by cumulative enrollment of 479 students in the year.

African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #3

Students will demonstrate increased college and career preparedness

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

1. Continued investment in staff who enable students to enter and persist through college and career.
2. Investment in curriculum, fees, and programs associated with supporting student's college and career readiness.
3. Professional development for instructional staff supporting students in the area of college and career readiness.

Expected Annual Measurable Outcomes

Outcome #7: 90% of Students will participate in the Early Assessment Program (ELA)

Metric/Method for Measuring: % of students participating in the Early Assessment Program (EAP)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	98.00%	90%	90%	90%	90%	90%
English Learners	93.75%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	97.8%	90%	90%	90%	90%	90%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	87.50%	90%	90%	90%	90%	90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	97%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Expected Annual Measurable Outcomes

Outcome #7: 90% of Students will participate in the EAP (Math)
Metric/Method for Measuring: % of students participating in the EAP

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	98.00%	90%	90%	90%	90%	90%
English Learners	100%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	98.9%	90%	90%	90%	90%	90%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	90%	90%	90%	90%	90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	98%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #7: 50% of students who participate in the early assessment program will pass (ELA)
Metric/Method for Measuring: % of students participating in the early assessment program who pass

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	62%	50%	50%	50%	50%	50%
English Learners	13.00%	50%	50%	50%	50%	50%
Socioecon. Disadv./Low Income Students	61.80%	50%	50%	50%	50%	50%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	14.28%	50%	50%	50%	50%	50%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	62.89%	50%	50%	50%	50%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #7: 50% of students who participate in the EAP will pass (Math)

Metric/Method for Measuring: % of students participating in the EAP who pass

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	16%	50%	50%	50%	50%	50%
English Learners	0%	50%	50%	50%	50%	50%
Socioecon. Disadv./Low Income Students	14.44%	50%	50%	50%	50%	50%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	6.25%	50%	50%	50%	50%	50%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	16.33%	50%	50%	50%	50%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #7: 65% of graduates will take at least one AP course

Metric/Method for Measuring: % of students who take one AP course

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	77.42%	65%	65%	65%	65%	65%
English Learners	33.33%	65%	65%	65%	65%	65%
Socioecon. Disadv./Low Income Students	78.75%	65%	65%	65%	65%	65%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	50.00%	65%	65%	65%	65%	65%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	80.95%	65%	65%	65%	65%	65%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #7: School will maintain an AP passage rate (3+) of 60% or higher

Metric/Method for Measuring: AP passage rate (3+) of 60% or higher

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	29%	60%	60%	60%	60%	60%
English Learners	25.00%	60%	60%	60%	60%	60%
Socioecon. Disadv./Low Income Students	29.30%	60%	60%	60%	60%	60%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	40.00%	60%	60%	60%	60%	60%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	28.22%	60%	60%	60%	60%	60%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: School will maintain a cohort graduation rate of 80% or higher

Metric/Method for Measuring: cohort graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2016-2017 TBD	≥80%	≥80%	≥80%	≥80%	≥80%
English Learners	100%	≥80%	≥80%	≥80%	≥80%	≥80%
Socioecon. Disadv./Low Income Students	96.38%	≥80%	≥80%	≥80%	≥80%	≥80%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	≥80%	≥80%	≥80%	≥80%	≥80%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	96.55%	≥80%	≥80%	≥80%	≥80%	≥80%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: 100% of Graduates will complete the A-G requirements

Metric/Method for Measuring: % of graduates who complete A-G requirements

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	≥100%	≥100%	≥100%	≥100%	≥100%
English Learners	100%	≥100%	≥100%	≥100%	≥100%	≥100%
Socioecon. Disadv./Low Income Students	100%	≥100%	≥100%	≥100%	≥100%	≥100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	≥100%	≥100%	≥100%	≥100%	≥100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	≥100%	≥100%	≥100%	≥100%	≥100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4

School actively engages and involves families in their students learning to ensure they are advocates for this student’s education

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. Investment in materials, tools, programs, and services ensuring accessible parent communication.
2. School events and programs purposefully created to introduce parents to school staff, the school's educational program, and encourage a parent's ability to advocate on behalf of their student.
3. Staff members who play the role of liaison between school and family.
4. School will hold a public hearing to gather family input on the Local Control Accountability Plan prior to the school site councils meeting to review and ultimately approve the Local Control Accountability Plan.
5. Family members provide feedback on school’s Local Control Accountability Plan and Single Plan for Student Achievement. Families members elected to the school site council will vote to approve the finalized version of the Local Control Accountability Plan and the Single Plan for Student Achievement.

Expected Annual Measurable Outcomes

Outcome #1: Parent Attendance - Parent Teacher Conferences (50%)

Metric/Method for Measuring: Parent Attend at least 1 in 4 Parent Teacher Conferences throughout the year

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	39%	≥ 50%	≥ 50%	≥ 50%	≥ 50%	≥ 50%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						

Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2: Parent Attendance - One Parent Education Seminar (30%)

Metric/Method for Measuring: Parent Attendance at the Parent Education Seminar

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	28%	≥ 30%	≥ 30%	≥ 30%	≥ 30%	≥ 30%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: Parent Attendance - Back to School Night (45%)

Metric/Method for Measuring: : Parent Attendance at Back to School Nights

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	23%	≥ 45%	≥ 45%	≥ 45%	≥ 45%	≥ 45%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: One Yearly Connector Contact (80%) [via calls and meetings to inform student progress]

Metric/Method for Measuring: Contact w/ Connector

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	11%	≥80%	≥80%	≥80%	≥80%	≥80%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						

Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #5: 80% of parents will positively rate the school

Metric/Method for Measuring: % of positive responses

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94%	≥80%	≥80%	≥80%	≥80%	≥80%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #6: 70% of parents will return surveys

Metric/Method for Measuring: % of parents who respond

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	65%	≥70%	≥70%	≥70%	≥70%	≥70%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #5

School facilities are in good repair. Instructional staff is also properly credentialed and teaching standards aligned instructional material.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. Ongoing investment in technology, professional development opportunities, and instructional staff members to support teacher improvement.
2. Staff members whose role is to ensure the school is a safe and clean environment for students.
3. Investment in technology to ensure that teachers are properly credentialed

Expected Annual Measurable Outcomes

Outcome #1: 100% of areas will rate as “good” or “excellent” on the SARC scale

Metric/Method for Measuring: SARC rating

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	≥75%	≥75%	≥75%	≥75%	≥75%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						

Students of Two or More Races						
White Students						

Outcome #2: School will Average a 3 out of 4.
Metric/Method for Measuring: School will Average a 3 out of 4 on the Bright Star Schools facility Operation check list.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)		≥3	≥3	≥3	≥3	≥3
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: All instructional materials are aligned to state standards
Metric/Method for Measuring: Alignment of instructional materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						

American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: 100% of students have access to standards aligned materials at home and in school as appropriate for a given lesson.

Metric/Method for Measuring: Access to standards aligned materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #5: School will have zero misassignments of teachers of ELs, zero total teacher misassignments, and no vacant teaching positions at the time of updating (April-May).

Metric/Method for Measuring: Number of misassignments between teaching assignments and teaching positions and teacher vacancies.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

1.9: How the Goals of the Program Enable Students to Become Self-Motivated, Competent and Lifelong Learners

The fundamental goal of VAHS is to help its students become self-motivated, competent, life-long learners. VAHS strives to educate students so that they know and understand how they learn, and how they can continue learning in college and beyond. Students understand how to learn from a classroom situation or from a group interaction and (most importantly) how to learn on their own.

A fundamental educational objective for VAHS is to educate all of its students so that they are able to compete for selective and limited positions and/or scholarships at colleges and universities. Given the current funding crisis in higher education, we also explore alternative post-secondary options for students that lead to attainment of a viable post-secondary plan, which is developed by the student and counselor, in conjunction with their family.

An intense schedule ensures there is enough time to teach all materials covered by the California Common Core State Standards. The goal is to have no student fall behind. We will train students to employ effective study habits by providing them support in and after school so they can reach their full potential. If students put in the required time and effort, and are able to get additional support and resources they need to master materials, they can be successful in the academic program.

Students will work toward mastering the following skills when studying arts, literature, social studies, science, and math:

1. Developing concepts;
2. Critical thinking;
3. Problem solving.

Additionally, our hope is students:

- Develop self-worth and respect for their heritage and the cultural heritage of others, and are able to respond to negativity or maliciousness with integrity and rationale.
- Strive to become proficient in both English, while preserving their native language.
- Work towards demonstrating cooperative social behavior with a sense of responsibility toward their school, home and community through our Connectors Program, advisory and character building programs, and community service.
- Are exposed to career/post-secondary opportunities and should begin to develop personal and professional life goals through exposure to local leaders and our partnerships with local businesses and community organizations.
- Performance will increase as demonstrated by standardized, criterion-referenced and performance-based tests.

VAHS' curriculum is based on the California Common Core State Standards. In addition, VAHS offers many expanded options to meet the needs of all of its diverse students. These include more instructional time on task, life experience lessons outside the classroom and exposure to college expectations.

Additionally, we offer a robust intervention program to our English Language Learners, as outlined in our EL Master Plan. We utilize our school counselors to develop truly effective adherence to a tiered intervention program. Bright Star Schools is in the process of developing an early warning systems program inclusive of academic and behavioral data to better ensure VAHS is supporting students in all aspects of academic and social-emotional development.

1.10: Description of the Overall Curricular and Instructional Design And Structure Of The Proposed Educational Program.

The educational philosophy, teaching methodology and subsequent instructional program of VAHS are heavily informed by the practices of Richard DuFour and what he terms the “Henry Higgins” school mindset. This mindset relies on high expectations for students, with the understanding that if learning at high levels is the constant, then time and resources must be the variables. DuFour describes the “Henry Higgins School” as one in which the adults believe, “all students can and must learn at relatively high levels of achievement. We are confident that students can master challenging academic material with our support and help. We establish standards that all students are expected to achieve, and we continue to work with them until they have done so.” Additionally extensive research into the elements that comprise the most successful schools in the country has been conducted to ensure a premier academic program.

Bright Star Schools have conducted many school visits including both district and charter schools and met with school leaders from:

- Alliance College-Ready #4 – Los Angeles, California
- Boston Collegiate Charter School – Boston, Massachusetts
- Camino Nuevo Schools – Los Angeles, California
- Granada Hills Charter High – Granada Hills, California
- Green Dot Schools – Los Angeles, California.
- Noble Schools Network – Chicago, Illinois
- KIPP Academy, Bronx – Bronx, New York
- KIPP Academy of Opportunity—Los Angeles, California
- KIPP Los Angeles Preparatory Charter School—Los Angeles, California
- KIPP Houston High School—Houston, Texas.
- Roxbury Preparatory Charter School—Boston, Massachusetts
- Synergy Charter School—Los Angeles, California.
- Wildwood Charter School—Los Angeles, California.
- Bright Star Secondary Charter School Academy - Los Angeles, California

Based off our observation from the schools listed above, the following characteristics of schools listed above (particularly those with overwhelming majority of students who come from socioeconomically disadvantaged) were built into VAHS’s curricular and instructional design:

- Frequent use of data to drive instruction;
- Maintain an unyielding focus on ensuring students’ literacy and numeracy and commit to unique programming to remediate these skills to mastery in the upper grades if necessary;
- Adopt teaching methodologies that have proven successful in urban settings;
- Set high expectations both behaviorally and academically;
- Employ frequent teacher observation and data driven professional development;
- Develop an inclusive code of conduct of high expectations with character building opportunities.
- Subscribe to masterful and specialized teachers;
- Involve parents and the community in the life of their scholars’ education;
- Treat each child as an individual, assessing them at their baseline, setting high standards and ensuring that they meet their goals through structured supports.

Instructional program that we have developed for VAHS is critical to students’ academic success. We did not reinvent the wheel on instructional delivery, but instead studied models of success and recruited their best practices. Below is an example of design elements that we have replicated in the VAHS model.

CHART 1.9: SCHOOL DESIGN ELEMENT SCHOOL VISITED BEST PRACTICES

School Design Element	School Visited	Best Practices
Instructional Consistency	Excel Academy Charter School, Boston, MA	Common planning, creed, high accountability and culture of “no excuses”
	KIPP Houston HS, TX	
Character Development	KIPP Aspire, San Antonio, TX	5 Pillars, Wooden’s <i>Pyramid of Success</i>
	Wildwood School, Los Angeles, CA	Advisory Curriculum
Life Work Course	KIPP Houston HS, TX;	College prep, career choices, service learning
	Yes College Prep, Houston, TX	
Professional Development	KIPP Leadership Summit	Week-long development on a variety of topics for different school positions
	California League of Middle and High Schools	
	Camino Nuevo Middle School	
Curriculum Development	Roxbury Preparatory Charter School, Boston, MA	Alignment, Procedures and Problem Solving in Math; assessment building
Academic Accountability	Achievement First, Crown Heights, NY	Proven Instructional Practices, Curriculum and Methods of Assessment
Cultural Accountability	Yes College Prep; Houston, TX	Uniform, missing assignments, parent contracts, home visits, student discipline
	Match Charter Public School; Boston, MA	
Student Discipline	Self-Developed	William Glasser’s <i>Choice Theory</i> ; Marvin Marshall’s <i>Discipline Without Stress</i>
		Rick Morris’s <i>Conscious Classroom Management</i>
Student and Staff Support	Match Charter Public School, Boston, MA;	Effective use of Teacher Assistants
	Roxbury Preparatory Charter School, Boston, MA	
Arts Program	KIPP Schools;	Music and Fine Arts Literacy, open-room learning
	Renaissance Arts Academy	
Assignment & Grading Alignment with Standards	Dr. Olga Mohan High School aka Alliance College Ready #4	Standards-based grading
	Alliance Marc and Eva Stern Math and Science School	
	Facing History	

1.11a: Curriculum and Instruction: Standards-Based Grading

Below you will find a description of VAHS' courses, as well as the innovative curriculum components within proposed educational program, and intervention and enrichment programs. Together, these components describe our school's educational program.

Course descriptions for core subjects in ELA, math, science, history and Spanish for high school follow below. All students will graduate having successfully completed the A-G Requirements, but are strongly encouraged to complete the Recommended Requirements⁹:

- History – 2 years required: World History and US History
- English – 4 years required
- Literature – 4 years required
- Math – 3 years required, 4 recommended: Algebra I, II ,and Geometry
- Lab Science – 2 years required, 3 recommended: Biology and Chemistry. All courses include lab work.
- Foreign Language – 2 years required, 3 recommended: All 3 levels of Spanish
- Visual & Performing Arts—A full year course in Music (Vocal or Instrument) where students learn to appreciate, compose, and perform music.
- College Prep Electives: At scale, the school will offer a full catalogue of UC Approved College Prep Electives. – 1 year required
- Physical Education: 2 years required

1. COURSE DESCRIPTIONS – ENGLISH LANGUAGE ARTS

Textbooks for the following courses can be found in Table 1.10A

A. English 9 (Core Academic, A-G)

English 9 will be based on the California Common Core standards for English Language Arts with emphasis on the skills and knowledge that pertain to ninth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. The course will cover the skills included in the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students are exposed to classic, modern, technical and electronic works of literature and information. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for California public schools and the Common Core. By the end of 12th grade, students must be able to read and comprehend a variety of complex texts across all subject areas.

In covering the 9th and 10th grade Language Arts standards, students are able to read and respond to historically or culturally significant works of literature, write coherent and focused essays, demonstrate understanding of basic principles of research, write and speak with a command of standard English conventions and develop their personal vocabularies. In addition to assigned reading in literature and research, students will read independently in a wide variety of genres and media, to include classical and contemporary literature. This independent reading is in part assessed and aggregated by the Reading Counts program. Students who require accommodations may have modified reading requirements as documented in their IEP or may opt to read in their native language if deemed appropriate by the EL Specialist.

⁹ All courses will be aligned to the Common Core and California Content Standards.

B. English 10 (Core Academic, A-G)

English 10 is based on the California Common Core Standards for English-Language Arts and the Common Core with emphasis on the skills and knowledge that pertain to tenth grade: : citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students will be exposed to world literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California public schools. By the end of 12th grade students must be able to read and comprehend a variety of complex texts across all subject areas.

In covering the 9th and 10th grade English Language Arts standards, students read and respond to historically or culturally significant works of world literature, write essays that convey a well-defined perspective and tightly reasoned arguments, demonstrated understanding of library skills including generating relevant questions and using current technology to find materials and formulate judgments about oral communications by analyzing logic and content in various media genres.

C. English 11 (Core Academic, A-G); Honors option offered

English 11 is based on the California Common Core Standards for English-Language Arts with emphasis on the skills and knowledge that pertain to eleventh grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students are exposed to classic American literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California Public Schools. By the end of 12th grade, students must be able to read and comprehend a variety of complex texts across all subject areas.

Students develop their skills in reading, thinking, writing, listening and speaking through in-depth study of American literature in a variety of genres and through researching informational materials. The course of study complements the student's study of U.S. history in the eleventh grade. Focus is also on characteristics of subgenres (including satire, parody and allegory), analysis of irony, tone, mood, style, voice and figures of speech. Readings trace the development of American literatures from the colonial period forward, contrasting major periods, themes, styles and cultures of each period.

D. English 12 (Core Academic, A-G)

English 12 is based on the California Common Core Standards for English-Language Arts and the Common Core with emphasis on the skills and knowledge that pertain to twelfth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students are exposed to classic world literature, technical and electronic works of literature, as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California Public Schools and the Common Core. By the end of 12th grade, students must be able to read and comprehend a variety of complex texts across all subject areas.

Students develop their skills in critical reading, thinking, writing, listening and speaking through in-depth study of World literature in a variety of genres such as short stories from the Czech Republic, British poetry, Latin Magical Realism, French novels and American & Asian autobiographies. The course of study complements the student's study of World and U.S. History. Course Goals are to help students become

college ready writers and readers.

2. COURSE DESCRIPTIONS – HISTORY AND SOCIAL SCIENCES

Textbooks for the following courses can be found in Table 1.10b

A. Modern World History (Core Academic, A-G)

This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

B. United States History (Core Academic, A-G)

The year begins with a review of the settlement of the colonies and the American Revolution, to westward expansion, the Civil War and Reconstruction. This provides the students with a connection to their past learning. Students then examine the major turning points in American History from the Industrial Revolution through the twentieth century. Emphasis is on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states' rights; and the continuing struggle between minority rights and majority power. Importance should also be placed on the emergence of a modern corporate economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women and the role of the United States as a major world power.

C. AP United States History (Core Academic, A-G)

This course covers the same standards and skills as United States History but do so at a more intensive level. Additional homework, reading and writing assignments are included to prepare students for the AP US History exam which earns college credit for those students who pass the exam.

D. Government (College Prep Elective, A-G)

Government is a yearlong course that explores our representative democracy and how our leading voice for freedom in the world depends on our understanding and participation in government, encouraging students to be positive, interested, and contributing citizens. This course aims to prove the subject as be both engaging and relevant. Government addresses some of the most basic issues in our lives such as the purity of the food we eat, our personal safety, our education, and our right to voice our opinion. This course will cover the growth of democracy, federalism, separation of powers, checks and balances, civil liberties, civil rights, civic participation, comparative government, global perspectives, constitutional interpretations, political process, public policy, free enterprise, and cultural pluralism. This course will also illustrate connections between students' lives and the role of government. Students will uncover patterns of government, identify key figures of democracy, explore democratic movements and concepts, and analyze comparative governments. Students will build upon their ability to read for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

E. AP Government (College Prep Elective, A-G)

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. AP United States Government and Politics students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

Students successfully completing this course will:

- Know important facts, concepts, and theories pertaining to US government and politics
- Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- Be able to analyze and interpret basic data relevant to US government and politics (including data presented in charts, tables, and other formats)
- Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

3. COURSE DESCRIPTIONS – MATHEMATICS

VAHS follows the Traditional Pathway. Textbooks for the following courses can be found in Table 1.10b.

A. Algebra I (Core Academic, A-G)

Algebra I is based on the California Common Core Standards. The course is designed to extend students' experience with patterns to a formal understanding of relations, function and the symbolic language and structure of algebra. Students will gain mastery of the five critical areas required by the CCSS in Algebra I:

- i. The ability to analyze and explain the process of solving an equation, fluently writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems;
- ii. The ability to compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change, and interpreting arithmetic sequences as linear functions and geometric sequences as exponential functions;
- iii. The ability to use regression techniques to describe approximately linear relationships between quantities and use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models;
- iv. The ability to create and solve equations, inequalities, and systems of equations involving quadratic expressions;
- v. The ability to compare the key characteristics of quadratic functions to those of linear and exponential functions and selecting from among these functions to model phenomena.

B. Geometry (Core Academic, A-G)

Geometry is based on the California Common Core Standards and presents geometrical concepts and patterns that are important to the development of students' thinking and problem-solving skills. Students learn geometry theorems involving two and three dimensions and will develop their ability to construct formal logical arguments and proofs in geometric settings and problems.

C. Algebra II (Core Academic, A-G)

Algebra II is based on the California Common Core Standards. Algebra II complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem and the complex number system.

D. Pre-Calculus (Core Academic, A-G)

Pre-Calculus serves as an advanced level of mathematics concentrating on algebra and functions, maxima/minima problems, average rate of change, compound interest, which will lead into the discussion of trigonometry. Students will be able to utilize advanced technologies to assist in solving problems, as well as will be able to apply material learned in class to real life examples.

This course is designed to introduce students to rigorous analysis of functions and function modeling. By the end of the course, students will be able to analyze the characteristics of various functions using multiple representations--including graphical, numerical, and analytical methods--and use them to communicate effectively. Students will also be able to model various real-world scenarios using an appropriate model, and will develop their skills in justifying a chosen function model using mathematical properties as well as real-world context. Students will develop their ability to use mathematics to problem-solve, working both independently and collaboratively to solve open-ended theoretical and real-world problems by making conjectures, identifying patterns, and attempting multiple approaches using multiple representations. Students will leave this course with a deeper appreciation of the interaction between mathematics and the world around them, and will be equipped with the procedural fluency to handle the conceptual and numerical rigor of calculus.

E. AP Calculus AB (Core Academic, A-G)

The main purpose of this course is to provide students with a rigorous and challenging course that could be similar to what they would see in college, while in high school. Students will learn how to master and apply the various concepts of Calculus. They will learn not only the content but also how to overcome academic obstacles. All students will learn how to motivate themselves intrinsically, reflect on their own learning, communicate their learning to others both verbally and in well-written sentences, and learn to work cooperatively with their peers. By the end of the course, students will not only have a strong foundation of mathematics through Calculus but will also be prepared for the rigorous academics found at the college/university level. By the end of the school year, our students will develop into life-long learners who will be better prepared for their first year of college.

Students are taught to understand calculus concepts through multiple representations that include numerically, graphically, analytically and verbally. The connections between these multiple representations are stressed repeatedly and students are held accountable to using these methods in drawing their conclusions. Use of a graphing calculator will enhance the student's learning and students are taught how to graph a function, find intersection points, find a numerical value of the derivative and find a numerical value for an integral.

4. COURSE DESCRIPTIONS—SCIENCE

Textbooks for the following courses can be found in Table 1.10b

A. Biology (Core Academic, A-G)

This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included, as is consideration of the impact of human activity on biological systems. Literacy skills will also be reinforced in aligned with the Common Core Literacy Standards.

B. Chemistry (Core Academic, A-G)

This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included. Literacy skills will also be reinforced in aligned with the Common Core Literacy Standards.

C. Physics (Core Academic, A-G)

This course is a standards-based study of fundamental physics concepts, such as measurement, calculation and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation and orbital mechanics, heat and thermodynamics, waves, optics, electromagnetic phenomena and relativity and quantum physics. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included. Literacy skills will also be reinforced in aligned with the Common Core Literacy Standards.

D. AP Biology (Core Academic, A-G)

AP Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices I assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course.

At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

5. COURSE DESCRIPTIONS – FOREIGN LANGUAGE

Textbooks for the following courses can be found in Table 1.10b

A. Spanish I (Core Academic, A-G)

Spanish I is an intensive 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 in Spanish. They will also learn to read, write and conjugate verbs in different tenses in Spanish.

B. Spanish II (Core Academic, A-G)

This comprehensive program builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish I. Students who are enrolled in this course must have successfully completed 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. The course is recommended for students who anticipate continuing on to more advanced levels of Spanish, including

Advanced Placement and/or college entrance. Students also begin to read simply literature in Spanish and present projects that demonstrates their language development.

C. Spanish III (Core Academic, A-G)

Spanish 3 builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish 1 - 2. Students that elect this course must have successfully completed Spanish I and 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.

D. AP Spanish Language (Core Academic, A-G)

Advanced Placement Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Students that elect this course must have successfully completed Spanish I, II and/or III. It 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 Advanced Placement 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.

6. COURSE DESCRIPTIONS – VISUAL AND PERFORMING ARTS

A. Music Appreciation (A-G)

Students will follow a basic beginning/intermediate method book provided in class. All lessons taught in the Music Lab course are aligned with the National Visual and Performing Arts Standards and the California Common Core Literacy Standards. VAHS' Music Instrument Lab course utilizes the Yamaha Music in Education (MIE) system. MIE is a unique, turnkey program that uses technology to make teaching and learning music more efficient and enjoyable. The curriculum is concept-based, teaching the same musical concepts (note reading, melody, harmony, rhythm, form, texture, etc.) as would normally be taught in general music programs. Although, MIE uses a classroom of state-of-the-art piano keyboards as the learning interface, students still sing, move and discuss music that they are now able to play, compose and record.

7. COURSE DESCRIPTIONS – COLLEGE PREPARATORY ELECTIVE (NON-CORE)

A. Academic English Class (A-G)

The Academic English class is a designated support class for Beginning and Early Intermediate English Learners. This course uses the CA ELD Standards and focuses on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. Through quality interactive instruction and activities, the course introduces both communicative and academic vocabulary, covers language patterns, grammatical structure, and oral skills to help the student survive academically in American schools and functionally in society. This course will also emphasize reading, writing, and literacy skills for the beginning level English Language Learners. Students begin by learning how to compose paragraphs and progress to authoring organized expository and narrative writings, including descriptive, compare and contrast, narratives, and literary response essays.

B. Speech and Debate (A-G)

Speech and Debate is a course designed to provide everyday presentation skills. Outline, researching, writing, reading, listening, and extemporaneous speaking are among some of the skills explored and learned in our speech class. In addition to these basic skills, students learn techniques in multimedia presentation skills, using PowerPoint as well as video and other presentation skills. Students will use what they learn in other venues in assignments given that will take the student away from the classroom and out into the business world. This is accomplished by outside speech assignment and the opportunity to compete at speech and debate tournaments. Overall, VAHS's speech class encompasses a myriad of outcome-based projects to aid students in preparing for the "real world" and their future.

1.11b: Innovative Curricular Components of the Proposed Educational Program

1. Backwards Mapping

Our approach is to use state approved texts and other instructional materials in our classrooms, utilizing them as a resource to create an internally crafted curricula which (a) is developed through the curriculum alignment process outlined below and (b) is fully aligned with Common Core and Next Generation Science Standards. The process of curriculum development adopted by VAHS has been used by a number of high performing charter schools nationwide serving a similar demographic. While not necessarily innovative in nature, VAHS has a high level of fidelity to the process of backwards planning:

- A. During the beginning of the year professional development sessions, teachers unpack standards and examine assessment items (through the California Assessment of Student Performance and Progress ["CAASPP"] practice, training site and materials, as well as CAASPP interim assessments.
- B. Teachers then collaborate with a number of colleagues within and outside of their department, educational specialists, and colleagues at other schools within the network.
- C. Next, teachers develop their midterm and final exams, including both CAASPP computer adaptive and performance task item models. Once teachers have determined their desired outcomes, they create a scope and sequence: their curriculum.
- D. Once their curriculum is established, teachers turn to determining appropriate instructional strategies by analyzing their previous year's data to determine the efficacy of their on instructional practice on their former students; then, they examine their scores of their incoming students.
- E. Using this information, teachers determine the appropriate instructional materials, strategies, student grouping within their classroom, and additional research needed.

This process is largely based on the work of Jay McTeigh & Carol Ann Tomlinson in *Integrating Differentiated Instruction* and Grant Wiggins & Richard DuFour in *Understanding by Design*.

2. College Success

Our program includes safeguards to ensure that students learn the material and skills they need not only to be accepted into universities, but also to be successful once they get there—as noted below in explanations of our Grading System and Graduation Requirements.

While we hope every student attends college, we realize it may not be the right path for each individual. For that reason, every student creates a "post-secondary plan" with their Counselor to ensure they have practically thought through the next steps upon leaving VAHS. With the Counselor as a supporter, students who choose not to attend college are still given support and resources and have a specific viable plan.

3. Increased Academic Proficiency

Students show academic proficiency based on the completion of all A-G required coursework specific to the grade level with a C- or better. If a student does not pass the appropriate prerequisite courses, he will not be allowed to enroll in the next course—although exceptions are made in subject areas where the curriculum is not necessarily dependent on the skills of the preceding course. We also use data from Aspire, PSAT, ACT and SAT to analyze student performance data at the high school. There are numerous supports available for students to achieve desired outcomes, regardless of initial proficiency level.

4. Proficiency Requirement

Because we believe that students must truly be proficient in their subjects before moving on, we do not accept grades below a C-. For students who are performing below grade level or who are historically low performers, please refer to Student Success Teams and our intervention programs in the Intervention and Enrichment programs section below. Additionally, students with IEPs and 504s may have a modified grading scale and/or reduced requirements as aligned to their IEP goals. Other at risk students, such as our homeless and foster youth are provided a myriad of resources through our connections program.

Students who fail a class are required to replace the course using a credit recovery option, which includes summer school offered by the school or enrollment in an online credit recovery course supported by the school, such as Aventa or BYU. Students may also enroll in the course again the following year. The school will accept other reasonable options for replacing the course not listed here, such as enrollment in a community college course, adult school, or other accredited online or independent study provider, but will not reimburse the student or provide time within the regular school day to complete the course. Upon completion of the course with a grade of C or better, the passing course grade replaces the prior failing grade in the student's GPA.

5. A Rigorous Focus on Literacy

Each year, students in the school's literature courses read at least four novels, plays, or full length non-fiction texts (e.g. memoirs) in class, along with ten to twelve shorter texts (articles, case studies, short stories). In each of the core academic classes other than English, students read at least one short non-fiction text of the discipline directly related to the unit of study (journal article, case study). Students also participate in a rigorous independent reading program where they read a combination of choice books and required selections. The details of this program are outlined in the next section.

As required by the Common Core, and as supported by David Conley's work on college readiness, students must be able to read critically across the disciplines in order to succeed in higher education. In order to develop students' ability to read for a specific discipline, all teachers explicitly teach reading comprehension and vocabulary acquisition strategies, such as those articulated in the report *What Secondary Content Area Teachers Need to Know About Adolescent Literacy*.¹⁰

In order to be successful in higher education, we understand that students will need to be able to both write to learn and to demonstrate their learning. In order to ensure that our students' are prepared for the rigors of college writing, students must pass four writing assessments each year in order to meet the graduation requirements. Students have multiple opportunities to retake assessments they do not pass and are offered a variety of supports including Tier I supports within the classroom, Tier 2 support offered within the classroom in small groups using Write Score, and if necessary, in small group intervention classes scheduled during students advisory periods. These prompts are designed to assess students' ability to write argumentatively across the disciplines. Especially so at the upper levels, where these assessments measure students' ability to accurately and convincingly develop an argument and support it with reasons and evidence. Writing assessments are double-blind graded by a panel of teachers across all disciplines.

¹⁰ https://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

1.11c: Enrichment Programs

A. Homework Policy

All students are required to write down their homework assignments each day. Students do not rely solely on a teacher's bulletin board or web page for homework information. However, all teachers keep an up-to-date homework binder, bulletin board or web site so that students and parents can be made aware of the daily and weekly assignments. The course syllabus informs parents and students as to which option the teacher chooses to keep the community informed. This policy is detailed in the family handbook and is discussed at summer orientations and at back to school night. Additionally, each teacher sends home communication to families regarding their classroom expectations.

Homework at VAHS has three distinct but important purposes:

1. To give students time to practice the essential skills that they need to learn (having them practice the skills daily at home gives more time in class for teaching).
2. To develop independent study habits and provide students practice in self-discipline and time management so that students are prepared to study independently in college.
3. To ensure that as much time as possible can be spent on direct teaching, discussions, guided practice of skills and other learning experiences.

B. Student Success Teams

A Student Success Team (SST) is automatically formed for each student who does not have sufficient credits to be classified as matriculating to the next grade level.

While students in high school do not repeat grades, they may fall behind in credits and may not earn the requisite amount to be classified as rising to the next grade level. SSTs are also conducted for any student that struggles in general and is identified through the Coordination of Student Services Team (COST) process which is conducted at monthly grade-level meetings.

At the monthly COST meeting, teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SST. The SST is facilitated by the student's counselor, who acts as the main point of contact for monitoring the implementation of interventions. Also present are the principal, the student's teachers, parent, and the student.

If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SST team reconvenes to determine additional supports and the process continues.

Students are typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SST meetings are documented, and student progress is reviewed in subsequent meetings. If a student is following the SST plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

C. Exposure-based opportunities

a. 9th Grade UCLA Challenge Course Trip

To bring the 9th grade class together, Valor plans an all-grade level field trip to the UCLA Challenge Course in the early fall of every school year. After the trip is over, advisory circles are run by the 9th grade teachers to reflect and discuss the purpose of the trip, which is to unite the freshmen class and teach students about life challenges and how to approach adversity.

b. 10th Grade Lead Camp

This trip is planned and executed by VAHS staff members to foster student leadership and provide a space for self-reflection and relationship building. Historically, the trip is planned for a weekend in February and takes place in Camp Hollywoodland. Themes of the camp include things such as “Change the Way You See, Change The Way You Lead” and “Let Your Actions Speak Louder Than Your Words”

c. 11th Grade Senior Summit

This summit is planned and executed by VAHS staff members to train and prepare students to take on leadership roles during their senior year. Historically, this trip is planned for a weekend in May and takes place in Big Bear, CA. Students who attend must complete an essay application.

d. Life Experience Lessons and College Experience Lessons

In order to make sure that students are exposed to life outside of their own community, VAHS provides annual Life Experience Lessons (LELs) and College Experience Lessons (CELs) for a limited number of students to attend. During these trips, students earn a spot to travel and visit colleges and cities across the nation in order to reflect on their own lives and connect with their community. These trips are themed and are designed to provide access and exposure to colleges in California that VAHS students will have the opportunity to attend.

1.11c, continued: Intervention Program

A. Response to Intervention (RTI) model and components

At VAHS, Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs.

Struggling students are identified by procedures established by each school site, including CAASPP results, ELPAC results, student performance below 70% in a core subject area, and/or a failing grade. These students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. Teacher Assistant) and teachers during a scheduled RTI period during the students’ advisory. Progress is monitored to assess the students’ progress on a monthly meeting during the Coordination of Student Services Team (COST) meetings

The paragraphs to follow describe Bright Star Schools’ four primary components of the RTI model:

1. High quality, research based classroom instruction (paragraph a.)
2. Ongoing student assessment (paragraph b.)
3. Tiered instruction (paragraph c.)
4. Parent involvement (paragraph d.)

a. At VAHS, classroom teachers are expected to differentiate instruction to students through researched based strategies and techniques. The Director of Curriculum and Instruction works closely with each site to assist in the implementation of current instructional practices.

Classroom teachers are required to attend a two to three week-long professional development prior to the start of the school year. During these weeks, teachers explore the most current instructional practices. Throughout the school year, each site is responsible for the implementation of professional development opportunities with the concentration being in classroom instruction. VAHS also requires the teachers to attend professional development sessions once a week and on six professional development days throughout the year. Teachers also have the opportunity to attend professional development workshops and conferences throughout the year.

The principal and assistant principal are also required to attend monthly instructional meetings led by the Deputy Superintendent of Education (DSE). The site is formally visited by the DSE each month. During those visits, the site administrator and the DSE visit each classroom to review instruction. Accomplishments are acknowledged and, if needed, an action plan is developed to enhance instruction. The action plan is monitored by both the site administrator and the DSE.

b. At VAHS, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include district created benchmarks, teacher created tests, assignments, and quizzes. The information can be quickly assessed by the teachers and staff by using Illuminate, an online data and assessment management system. School personnel uses Illuminate to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Success Teams to review the data and make educational decisions.

c. The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

d. VAHS strongly believes instruction is best delivered and retained when there is an active relationship between the home and school. Through the Student Success Team approach, parents are involved in creating an individual learning plan for their students. Parents are also asked, but not required, to volunteer at their child's school. We encourage parents to aspire to volunteering forty hours a year coordinating and participating in a variety of school activities; however, it is in no way required and parents who do not volunteer are not penalized. In order to assist parents in having a role in their child's education, VAHS has a full time Family Services Coordinator.

Response to Intervention as a response to disproportionality

A key goal to the VAHS RTI model is to improve the outcomes for all students. Through the RTI model instruction and intervention are aligned with students' needs. High quality instruction is delivered with good fidelity. The RTI model allows VAHS to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups. VAHS uses a three tier intervention model as its Response to Intervention:

1. TIER ONE: CORE INSTRUCTION: Powerful instruction begins with the adoption and use of an evidence-based curriculum. Effective teachers do not simply teach such a program page by page for all students. Rather, they differentiate the instruction so it is designed to meet the specific needs of students. We believe that there are five key components that are critical to effective and powerful instruction. They are:

- a. Essential skills and strategies are taught regularly thus providing students with the essential skills necessary to make meaning of the work they are presently working on, along with work they will encounter in the future. For example, across the curriculum, students are taught a strategy to comprehend and summarize complex informational reading texts.
- b. Formative assessments are administered, and teachers use the results of student data to provide individual instruction and to group students for future instruction on the topic based on zone of proximal development.
- c. Opportunities are given to apply skills and strategies throughout the instructional day. For example, the strategy mentioned in for summarizing informational texts in used consistently across all disciplines.
- d. Student progress is monitored regularly with interventions given as needed. While teachers are monitoring student progress in their individual classes on a weekly basis, they are also monitoring students overall progress across all subject areas in monthly grade level meetings. Students who are exhibiting difficulties across multiple areas may be referred for an SST.

At VAHS, teachers are required to incorporate these key components in their daily instruction. Students who are not successfully mastering daily learning objectives as measured by formative assessments and checks for understanding are given focused teacher support through more frequent instructor feedback and instructive re-teaching. Furthermore, school-wide prevention efforts have been established to promote learning for all students. VAHS anticipates that the majority of students will respond to these strategies and will not require additional interventions.

2. TIER TWO: STRATEGIC INTERVENTIONS: Students who are not achieving in the course as identified by low performance in class and are identified by teachers as not responding to Tier 1 interventions, are scoring at Level 1 on the Smarter Balanced Assessment, or are showing significant knowledge and/or skills gaps in initial beginning of the year diagnostics in ELA or Math may be identified as needing Tier 2 Intervention. Once Tier Two has been determined, a teacher assistant will work with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

3. TIER THREE - INTENSIVE INTERVENTIONS: Students enter the learning environment with different skill sets; an individual student's RTI is unique and dependent on many factors. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions *beyond* those typically available, such as: remediation of prerequisite skills in small groups, supports necessary to access the content in the students' native language (while receiving ELL supports), or technology-assisted scaffolding. These students may have had interrupted (or limited) schooling, a learning disability or medical need, limited language skills, and/or require more processing time and support. For these students, we create a unique schedule so that the student can receive additional support in the area of need. This may be within a designated intervention class period in lieu of advisory or on a unique pull out schedule, where students are excused from another non-core subject offering. Students may receive support using designated support using the Rosetta Stone program, Ascend Math, or on the Write Score system. Instructional specialist teachers may also request or purchase additional research based resources as necessary to serve student needs beyond the materials we've already purchased.

1.11d: Textbooks and Instructional Resources

VAHS uses textbooks and materials aligned with the school’s mission and vision of helping students to master the Common Core Standards. The process by which curriculum materials will be selected will include the involvement of teachers and administrators who will evaluate materials for potential use in the school.

VAHS will ensure that connections are drawn between different curricular areas and that all curricular choices and resources are part of a comprehensive school wide plan. The materials and programs that VAHS purchases will be evaluated periodically and may be changed or augmented as deemed necessary by the Principal. As publishers struggle to create meaningful texts aligned to the Common Core, VAHS will wait to fully adopt new texts in order to fully evaluate their efficacy in the field. In the interim, VAHS is using a combination of teacher built unit plans and instructional texts and Common Core aligned instructional material.

As described in the “Backwards Mapping” section, the teacher determines the scope, sequence and desired student outcomes using the available sample items and exemplars from the CAASPP - the textbook acts merely as a resources for the teacher to pull from. It does not determine the desired outcomes or direction of the curriculum.

TABLE 1.10A: ENGLISH LANGUAGE ARTS AND LITERATURE’S CURRICULUM IS BASED ON A SCOPE AND SEQUENCE OF NOVELS LISTED BELOW:

Grade Level / Theme	In-class Novel
9th Grade	<i>Courses are novel and informational based text curriculum aligned with the CA CCSS for ELA and texts selected will follow the guidelines of text complexity as listed in the Ca State Standards Framework.</i>
10th Grade / British & World	
11th Grade / US History & Literature	
12th Grade / ELA	

TABLE 1.10B: MATH, HISTORY, LANGUAGE AND SCIENCE’S CURRICULUM IS BASED ON A SCOPE AND SEQUENCE OF NOVELS LISTED BELOW

<u>Math, History, Language, and Science</u>	
Algebra I	
Title	Algebra I
Publisher	Glencoe/McGraw Hill
Algebra II	
Title	Algebra II
Publisher	Glencoe/McGraw Hill
Geometry	
Title	Geometry
Publisher	Glencoe/McGraw Hill
PreCalculus	
Title	Precalculus: Real Mathematics, Real People
Publisher	Cengage Learning by Ron Larson
Calculus	
Title	Calculus for AP
Publisher	Cengage Learning by Ron Larson & Paul Battaglia
US History	
Title	The Americans
Publisher	McDougal-Littell

World History	
Title	Modern World History
Publisher	McDougal-Littell
Spanish	
Title	Realidades 1, 2, 3
Publisher	Prentice Hall
Biology	
Title	Biology, The Dynamics of Life
Publisher	Glencoe/McGraw-Hill
Chemistry	
Title	Glencoe Chemistry: Matter and Change
Publisher	Glencoe/McGraw Hill
Physics	
Title	Physics, Principles and Problems
Publisher	Glencoe/McGraw-Hill

1.12 Comprehensive course list or table that shows all course offerings for all grades

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	<i>ELA 9</i>	<i>ELA 9</i>	<i>ELA 10</i>	<i>ELA 10</i>	<i>ELA 11</i>	<i>ELA 11</i>	<i>ELA 12</i>	<i>ELA 12</i>
Mathematics	<i>Algebra I</i>	<i>Algebra I</i>	<i>Geometry</i>	<i>Geometry</i>	<i>Algebra II</i>	<i>Algebra II</i>	<i>PreCalc Or AP Calculus</i>	<i>PreCalc Or AP Calculus</i>
History	<i>Human Geography</i>	<i>Human Geography</i>	<i>World History*</i>	<i>World History*</i>	<i>US History* (and AP)*</i>	<i>US History* (and AP)*</i>	<i>Governmt (and AP)*</i>	<i>Governmt (and AP)*</i>
Science	<i>Biology* (and AP)*</i>	<i>Biology* (and AP)*</i>	<i>Chemistry* (and AP)*</i>	<i>Chemistry* (and AP)*</i>	<i>Physics*</i>	<i>Physics*</i>	<i>Anatomy and Physiology</i>	<i>Anatomy and Physiology</i>
Foreign Language	<i>Spanish I*</i>	<i>Spanish I*</i>	<i>Spanish II*</i>	<i>Spanish II*</i>	<i>Spanish III*</i>	<i>Spanish III*</i>	<i>AP Spanish*</i>	<i>AP Spanish*</i>
Electives Open to All Grades	<i>Music *, Dance*, Speech & Debate*, Physical Education</i>							

NOTE FOR CHART ABOVE: * Indicates that the course will meet A-G requirements and has already been approved on UC Doorways.

1.13: Methods and Strategies that the Charter Uses to Deliver Curriculum

A. Instructional Strategies

The mission of VAHS relies on outcome-driven, effective teaching. In order to support teachers to make strong academic gains with students, instruction is closely monitored, continuously improved upon and driven by data. As certain teaching practices engender student academic success, consistency in instruction is employed across classrooms to ensure a structured, safe and high performing environment. Structured lessons allow for clear expectations from students and teachers, effective evaluation and improvement of teaching practice and most importantly, strong academic outcomes. We model our instructional methodologies and data driven practices after approaches utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes.

VAHS subscribes to the following strategies in order to drive strong academic outcomes:

- Standards-based curriculum and instruction.
- Organized and systematic approach to instructional delivery.
- Schoolwide systems and structures
- Intervention support strategies

- Engagement intensive student-teacher interaction techniques.

We have included the teaching methodologies and rationales for the core subjects.

1. **Standards-based Curriculum and Instruction:** VAHS’s curriculum is based on the Common Core Standards. All teachers analyze Common Core standards and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. They then frame their lessons to ensure that they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators in ensuring that content mastery occurs at the appropriate pace and in accordance with state standards.
2. **Organized and Systematic Approach to Instructional Delivery:** Consistent instructional approaches and strategies are Part of our philosophy because effective classroom organization and management along with strategic instructional planning are cornerstones of a well-run educational program. We establish a system that sets clear teaching expectations every day; this ensures that all students learn their grade level standards and receive quality instruction.
 - Standards Mapping – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.
 - Syllabus – Each course must have a delineated syllabus that describes the course, lists teacher expectations, student outcomes, unit titles, assignments, gradebook categories and breakdowns, along with teacher contact information.
 - Weekly overviews—Teachers are responsible for submitting lesson plans on a weekly basis. Teachers who teach the same content for the same grades are expected to common plan to ensure instructional consistency. Weekly overviews are submitted to the Principal. S/he is responsible for the evaluation of the overviews and provides feedback to the teachers.
 - Common Whiteboard Configuration—Teachers use a common whiteboard configuration (WBC). Supported by the work of Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy in Harlem, New York, the blackboard configuration (deemed “whiteboard” at VAHS) is an instructional accountability system that streamlines the content of that day’s lesson. The WBC includes minimally:
 - The standard
 - Homework
 - Day’s agenda
 - “Do Now” activity
 - Important dates for students to remember

The WBC sets clear academic expectations of what students learn during that lesson and also serves as a visual cue for the teacher to manage his/her instructional pacing more effectively. Administrators also use the WBC as a tool to identify how well the teacher follows the content, pacing and activities set forth in the lesson plan when they do their regular walkthroughs and evaluations.

Along with the WBC, administrators look for a student help desk/area. VAHS believes in allowing students multiple chances to improve their grade(s) and continually engage; for example, when a student misses an assignment, teachers see this an opportunity for growth and to provide holistic supports. Each classroom teacher has an area designated for students to help themselves: find additional copies of all assignments, a schedule of all homework missed and a clear procedure for submitting missing

assignments (MIs), clearing their MI grade and receiving their grade back.

3. **School-wide systems and structures:** We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Non-instructional activities include handing in homework, distributing class work, transitioning between classes, finding and retrieving class materials, etc. Administrators work with teachers to decrease any amount of time that is extraneous; the bell schedule reflects short passing periods; and returning teachers share with new teachers systems, strategies and procedures that have worked for them to maximize time on instruction. Throughout the school year, these systems are refined and new systems and structures are implemented as needed to achieve the same objective – utmost time spent on student learning.
4. **Engagement Intensive Student-Teacher Interaction Techniques:** Charlotte Danielson’s *Framework for Effective Teaching*—and research demonstrating its implementation leads to improved student outcomes—supports that students learn best in a cognitively engaging environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations. We implement three components to ensure that teacher and student interaction is high:
 - i. **Kinesthetic Learning:** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept. It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.
 - ii. **Checks for Understanding:** By including frequent and consistent checks for understanding through strategies such as use of whiteboards, reciprocal teaching, and think pair shares, teaching gain invaluable insight into student learning and are able to adjust instruction while keeping students actively engaged in the learning process.
 - iii. **Proven Instructional Techniques:** We will also use a variety of academic and behavioral techniques that reinforce student expectations. VAHS strategically selects two to three instructional techniques as a focus in professional development sessions such as reader’s theater, Socratic seminars or community circles. Teachers engage in training and simulated role-plays, and they are observed and provided with feedback on their delivery throughout the school year by the administrator and fellow teachers.

B. Subject Specific Instructional Methodologies

1. **Language Arts – Instructional Methodologies and Rationales:** Students work toward mastering word analysis, reading with fluency and systematically developing their vocabulary through close reading, academic discourse, and analytical writing. The English Language Arts department, with the approval of the Principal, selects the actual reading texts, with a focus on selecting non-fiction, cross-disciplinary texts to supplement the literature. As students progress through their classes, they learn to form book clubs and to read more interactively, thinking through the text, its symbols, the author’s intent, the characters, the historical context and other elements. Texts expand beyond novels to include poetry, lyrics, letters and non-fiction documents.

We supplement the standards-based reading program with grade-level appropriate literature that ties into the thematic units to be covered in our Social Studies and Science curricula. In addition, we plan to use the Reading Counts comprehension program to give students an engaging way to “test themselves” on the additional independent reading that they are required to do throughout the year. Students are taught to make reading a daily part of their lives, and led to develop the habits of reflective readers and writers.

Students are taught how to pick appropriate books, how to approach reading and how to analyze and learn from what they have read.

Our English writing program is based on teaching students:

- i. The fundamental mechanics of the grammar of the English language and
- ii. The writing process and
- iii. The ability to think critically about complex ideas and to express their thoughts in writing.

Writing instruction centers on discovering the student voice through expository narrative, persuasive essays, responses to literature and correspondences. Written and oral English language conventions are emphasized at every grade level.

Teaching students how to listen and speak is another extremely important part of our program. Therefore, we reinforce correct oral English language skills in all their subjects. Even in Science and Math, students are corrected on their grammar. We also believe that public speaking is a necessary skill for our students and we teach it through modeling, correcting and oral presentation skills during portfolios and other projects.

Assessment: Teachers daily lesson plans are aligned to a learning target derived for a larger common core standard. Teachers assess students daily through formal and informal means to ensure that students are incrementally mastering the standards. Additionally, all teacher final exams are required to measure mastery of CCSS, midterms are created (through network wide collaboration) to mimic a Smarter Balance Assessment (SBA) Performance Task, quarterly school wide writing assessments are also directly modeled after SBA Performance Tasks, and finally network benchmark assessments are aligned to the Computer Adaptive Portion of the SBA.

2. **History/Social Studies - Instructional Methodologies and Rationales:** Students at VAHS expand their understanding of history by studying people and events of the past. We make sure our students learn geography and the important facts associated with geography. Additionally, there is a strong focus on reading strategies specific to historical documents and writing analytical essays responding to interpretative issues in history. Students routinely read primary source documents (at least one per unit) and answer document based questions at every grade level.

Emphasis is placed on the everyday lives, problems and accomplishments of people; how developing social, economic and political structures are necessary to maintain a civilization and a standardized culture of living; as well as in establishing and spreading ideas that help transform the world forever—are some of the concepts that students learn. Students develop higher levels of critical thinking by analyzing the interactions among various cultures, emphasizing their enduring contributions and the link—despite time, between the contemporary and historical worlds.

Fundamental to our students' understanding of history is the question of how is the past relevant to their lives today. In order for history to “come alive” they are able to relate it to their own lives, experiences and situations.

3. **Mathematics – Instructional Methodologies and Rationales:** Instructional methods and strategies used in our Math Department include: direct instruction and lecture, teaching models and problem solving, demonstration, explanation and teacher-facilitated discussions, cooperative learning groups, students solving problems and student practice materials. Assessment methods and tools used include teacher-designed tests, publisher-made tests and assessments, class Participation, notebooks, homework, performance tasks assessed using Standards Based Assessments (SBA) rubrics for midterm and final exams.

We believe that successful instructional strategies are contextual and practice-based in Math. Teachers employ instructional approaches appropriate for the material they are teaching with a focus on including complex real world problems which require students to generate and defend their own answers, as required for the Common Core State Standards (CCSS).

One hallmark of teaching at VAHS is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, higher-order thinking. Teachers are responsible for driving the student learning deeper than the mere accumulation of skills and knowledge to conceptual understanding. They are supported with training and coaching on incorporating call and response, whole body “hands on” learning and role-playing to respond to kinesthetic-tactile learners. One might find in a math class, students working in groups on mini white boards with their own Expo markers to solve one problem that the teacher posed.

We believe that assessment must be integrated into the instructional program, and is as fundamental to good instruction as is lesson planning and teacher preparation. At VAHS, every instructional unit must have a clear final assessment to measure students’ overall mastery of that unit as aligned to the CCSS taught in that unit. Additionally, every lesson must embed checks for understanding to inform the teacher about the student’s skills and knowledge in order to help move the student towards mastery or the learning targets, or incremental goals leading to mastery of the larger CCSS. Since units are connected to state standards, the assessments of those units align with state standards.

Additionally, all teacher final exams are required to measure mastery of CCSS, midterms are created (through network wide collaboration) to mimic the (SBA) Performance Task, and network benchmark assessments are aligned to the Computer Adaptive Portion of the SBA.

4. **Science – Instructional Methodologies and Rationales:** Our science program is textbook-grounded, but experiment-based. In other words, students read about the different concepts in science as defined by the state standards. Then, these concepts come to life through investigation and experimentation. All VAHS science classes will be based on the Next Generation Science Standards (NGSS) and will include a focus on the cross-cutting concepts. Thus, every unit will be guided by an “Essential Question” framing the specific content of the unit within the context of one of the following crosscutting concepts:

- Patterns
- Cause and effect
- Scale proportion and quantity
- Systems and systems models
- Energy and matter
- Structure and function
- Stability and change

To put this idea into practice, a Biology lesson on bacteria and viruses would craft an “Enduring Understanding and Essential Question” related to one of the above concepts. If the teacher were to choose “Cause and Effect,” they may choose an “Enduring Understanding” such as: “Humans change environments in ways that are either beneficial or detrimental for themselves and other organisms” and an “Essential Question” that directly connects the content of bacteria and viruses to the “Enduring Understanding,” such as, “Has the widespread use of antibiotics and vaccines been beneficial or detrimental to the human immune system?” When teachers focus the lesson in the cross-cutting concept of cause and effect and are able to funnel it through thoughtful “Enduring Understandings and Essential Questions,” the

unit and science instruction has greater real world relevance and forces students to move beyond just a procedural understanding of how science works.

Our 9th grade students take Biology, 10th grade students take Chemistry, 11th grade students take Physics, and 12th grade students are strongly encouraged to take a Science elective class.

C. The Scope And Sequence Of Skills To Be Taught Across The Grade Levels And The Different Subjects The School Plans To Teach.

1. Reading

Reading proficiency is essential to the mastery of all other academic subjects. Our graduating seniors are ready to read college-level textbooks and write eloquently. Their abilities and skills reflect intensive Language Arts study and training. Such ability is dependent on a strong English Language Arts curriculum that ensures reading fluency and comprehension of fiction and non-fiction texts and a strong writing ability in a variety of genres. VAHS students read classical texts from diverse cultures in fiction, non-fiction and poetry.

Teachers assess all students both at the beginning of the year and throughout the year. Our school also consistently shares and communicates with the student his/her progress. Teachers develop unit plans based on the skill level of their students, including grade-appropriate novels, poetry, short stories and regular assessment of reading comprehension skills.

Our English Language Arts program builds a strong foundation in the English Language, focusing on fluency and comprehension of both fiction and nonfiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres.

We are fully committed to ensuring our students are active and purposeful readers. Therefore, teachers and administrators develop a rigorous plan for introducing increasingly difficult texts and assignments to our students. Research indicates that the more reading materials children are exposed to, the easier it is for them to develop strong writing and comprehension skills¹¹. The diversity of our texts and novels support students' development of their reading skills through many different contexts.

2. Writing

Written expression is closely linked with success in college-preparatory and higher education. While students will have some exposure to the other genres of writing, the vast majority of the writing required at VAHS will be argumentative in nature, including persuasive, response to literature and research papers. School leaders develop rubrics for assessing writing based on the published "Smarter Balance Assessment Consortium" (SBAC) genre rubrics. Additionally, students are assessed at least three times a year with on demand prompts aligned to Common Core Performance Tasks. These assessments are then scored by an outside party through the Write Score Program.

3. Mathematics and Our Approach to Numeracy

Algebra mastery is considered by some to be the gateway to higher learning, and thus a modern reflection of the civil rights movement. For example, Robert P. Moses states that "[w]ithout these skills [of algebra] children will be tracked into an economic underclass."¹²

¹¹ Armbruster, B., Lehr, F., and Osborn, J. (2001) "Put Reading First: The Research Building Blocks for Teaching Children to Read." Center for the Improvement of Early Reading Achievement (CIERA).

¹² www.algebra.org/apinfo/welcome2.html. "Excerpts from Remarks on the Struggle for Citizenship and Math/Sciences Literacy," by Robert P. Moses, *Journal of Mathematical Behavior* 13, 107-111 (1994).

Standards for each year of the mathematics curriculum will be developed using the California CCSS and consistent with best practices for math instruction. VAHS teachers will use a sequence of mathematics textbooks approved by the California Department of Education. Using these textbooks alongside a standards map that ensure that all skills and concepts taught at the school are standards driven will ensure an effective, standards-based approach to mathematics.

5. English Language Development

In order to successfully master the English language and master academic tasks, students need knowledge of specific vocabulary and an intrinsic understanding of grammatical structures.

Depending on the student's level of need, they may receive support in language acquisition during a designated English Language Development (ELD) class using the CA ELD Standards and a combination of Language Live and Rosetta Stone to develop vocabulary and beginning fluency.

Designated ELD classes use a variety of methods including direct instruction, computer-based instruction, and most importantly, small group instruction. English learners may be supported by an ELD specialist through pull-out and classroom co-teaching. The primary goal¹³ of these services is to provide ELs must have full access to high-quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD-level continuum. Additionally, the CA CCSS for ELA/Literacy raise expectations for all students in California. Among other things, students are expected to:

- a. Participate in sustained dialogue on a variety of topics and content areas
- b. Explain their thinking and build on others' ideas
- c. Construct arguments and justify their positions persuasively with sound evidence
- d. Effectively produce written and oral texts.

The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards.

1.14: How The Curriculum Addresses California Content Standards: Aligning Curriculum and Internal Assessments to State Standards

All of the curricular standards for VAHS are directly aligned with the California Common Core State Standards. Where necessary for college preparation, VAHS's curricula exceed these standards in a manner that is simultaneously age-appropriate and ensures the mastery of basic skills.

To accomplish our goals, we utilize "Understanding by Design" (UbD) as a framework for designing curricular units, assessments, and instruction. UbD is the framework that enables teachers to "plan backwards" when designing a curriculum and lessons tied to state standards.¹⁴ We believe in using the California Performance Standards, CCSS, other challenging state standards, and the knowledge of our faculty to design specific internal standards informed by these external standards that clearly identify the content and skills that students should master in each grade level. To complement the UbD framework, school leaders supply incoming teachers with sample scope & sequences and internal standards during our summer orientation. The school leaders guide teachers to critically analyze assessments from the SBAC, CCSS sample questions and performance tasks to identify the skills and content areas needed for mastery at a specific grade level. Teachers will then break the identified skills and content into smaller, measurable goals to create student-friendly VAHS learning targets. These targets drive the creation of quarter and semester-end assessments.

¹³As mentioned in <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

¹⁴ Source: <http://www.ascd.org/portal/site/ascd/menuitem.6a270a3015fcac8d0987af19e3108a0c/>.

Weekly Lesson Plans

In addition to designing unit plans, teachers complete weeklong plans in advance to ensure that they are prepared and organized prior to teaching a lesson. Each daily lesson plan contains the CCSS standard, learning objectives, instructional activities, accommodations for special populations, and homework.

Under the supervision and support of the Principal and grade level cohort and department teams, all teachers have well thought-out plans and strategic pacing charts within larger unit plans, and ultimately within the yearly curriculum. Professional development is scheduled after each quarter assessment for teachers to realign their pacing plans with the speed and accuracy of student achievement.

1.15: Description Of How Instructional Program Will Support Development Of Technology Related Skills And Technology Use

VAHS graduates will be savvy consumers and producers of media and will use technology in order to enhance learning. As such, VAHS has adopted a number of computer-based learning tools.

1. **Ascend Math** is a computer based assessment and math skills program used at the 9-12 level. Students at all ability levels will have access to Accelerated Math in order to both fill skill deficits and to enhance understanding and retention. Students may access Accelerated Math during an RTI period or within the regular classroom.
2. **Write Score** Writing assessments are a core component of VAHS's instructional program and students must pass yearly writing exams in order to advance to the next grade level. Write Score is a computer administered writing assessment and skill building program. At minimum, student will take three yearly writing assessments and receive feedback online through the Write Score Program. Write Score also offers teachers a catalogue of online resources directly aligned to data from their class' writing assessments, and teachers may integrate these lessons directly into class time or may assign to individual students as additional work.
3. **Naviance** is a comprehensive college counseling resource provided to all VAHS students. Students are trained to use this service during their advisory period. After they are trained on the service, students will use their advisory period to regularly access their account and the counseling curriculum.
4. **Google Classroom** is an online software platform through which students are able to have discussions, complete assignments in a variety of formats (word processing, spreadsheets, slide presentations), and submit completed work. Google Classroom is similar to the digital learning platforms used by many universities.
5. **Other technology use:** in addition to the schoolwide programs described above, students are given access to a variety of technological tools and resources in class, including a high Chromebooks-to-student ratio for research-based projects and use of common applications such as GoFormative, Kahoot, and podcasts. We believe the more exposure students have to technology, the more they will be able to adapt to the rapidly-changing world, especially related to career and college readiness.

In addition to the curricular alignment, students practice taking the state-based computer assessments through implementation of the Smarter Balance Assessment Consortium (SBAC) interim assessment blocks. Additionally, students receive explicit instruction in utilizing universal supports in the assessment portal through explicit teacher instruction on training tests.

1.16: Graduation Requirements

Graduation requirements are communicated to parents in the family handbook, sent home quarterly along with the student's individual progress toward goals, and are communicated in the College Knowledge seminars for all parents. In order to graduate from a Bright Star school, all students must successfully complete 220 credits. Within those 220 credits, students must complete all of the A-G requirements, one PE course, and all the other Bright Star School requirements. Most semester long courses taken at a Bright Star School will earn five credits and most yearlong courses will earn ten credits. The provided VAHS schedule will enable students to meet graduation requirements within 4 years. The school's instructional program provides options that will ensure students meet the CDE's College/Career indicators

Required Coursework: All students must complete the A-G Required Coursework along with one PE course and 60 credits of electives.

A-G Requirement	Requirement description	Credit earned on completion
A	Two years - History or Social Science, including World History and US History	20
B	Four years – College Preparatory English	40
C	Three years – College Preparatory Math, including Algebra I, Geometry, and Algebra II	30
D	Two years - Laboratory Science, two years of Lab Science	20
E	Two years - Foreign Language (non-English, in the same language)	20
F	One year - Visual & Performing Arts	10
G	College Prep Electives, one additional course in requirements A-F	10
-	Physical Education	10
-	Electives	60

As detailed in the upcoming section 3.7: *Promotion and Retention*, VAHS offers a comprehensive summer school program available to all students who need credit recovery at no cost. For students unable to attend summer school due to family commitments, the school also offers online credit recovery programs.

However, VAHS wants to ensure students do not have an opportunity to fall significantly. For that reason, parents receive a graduation tracker report which their child's overall progress toward meeting A-G and other graduation requirements at the end of each quarter.

Counselors will work closely with transfer students to ensure they are able to meet graduation and college entrance requirements. We will perform an intake meeting with the student's family and their counselor to develop an academic plan. Students with credit deficiency will be offered online credit recovery options, as well as adult school and summer school.

1.17-1.18: Description Of The School's Plan And Timeline For Obtaining Western Association Of Schools And Colleges Accreditation (WASC). Description Of How 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.

VAHS understands that parent involvement and engagement in our students' education is the other half of the puzzle to produce truly successful individuals. We have therefore implemented a two-prong approach to educating our students and parents about the processes of college admissions. The Counselors work with the students and meets with families individually, while our Vice President of Family and Student Services implements group parent workshops to educate parents by grade-level, whole school and by subject of the college application process.

Our parent liaison, and most of our counselors, are fully bilingual and all documents are provided in the appropriate languages. Within the context of the counselor relationship with families, as well as the presentations described, parents will be informed about the transferability to other high schools and college. Students receive an individualized graduation tracker report each quarter of each year to clearly inform parents of their child's progress toward graduation.

VAHS will be going through the WASC renewal process for all four grades (9-12) this year (2017-2018); a date for a formal site visit will be issued to VAHS in September 2017. The College Counselor supports all high school teachers to prepare their curriculum for the University of California or the California State University course approval process. Teachers receive course description instructions and a course description template on their particular subject in order to complete the syllabus appropriately before submitting to the University of California's Doorways web site. The College Counselor submits the syllabi online and keeps track of email notifications to ensure all courses are approved.

Student Targets

The College Counselor meets with small student groups and individual families to inform them of the following:

- What A-G courses look like
- The minimum requirements to meet A-G status
- VAHS graduation requirements
- University prerequisites
- Financial Aid and Scholarships
- Undocumented AB 540 Status
- Exams such as CAHSEE, SAT, PSAT, ACT
- Application deadlines

After the initial general meeting that usually takes place during the summer before a student enters their junior year, one-on-one appointments are also set to make individual course maps. During these individual meetings, the counselor discusses with the student his/her scope and sequence of all requirements and grade equivalents needed to ensure graduation and college acceptances. If a student is not on-target with his/her graduation road map, the counselor also helps amend his/her scope and sequence to earn necessary credit redemptions and all other prerequisites. If a parent has any questions or concerns about the transferability of courses (due to multitude of reasons including: relocation, dissatisfaction, late transfer to VAHS, etc.), the Counselor will help the family understanding the full components of transferability, as needed. VAHS is equipped with a Spanish-speaking College Counselor should a family need.

Additionally, students may attend a senior prep class in order to receive assistance with:

- Personal statements
- CSU, UC, private, out-of-state applications
- Free Application for Federal Student Aid (FAFSA).
- Academic Advising/career advising.

The parent college workshop series consists of four monthly workshops from September - January, excluding December. The workshops are facilitated by the Family Services Coordinator, College Counselor, and Parent Liaison(s) to cover the following topics:

1. The Four Higher Education Systems
 - a. Understanding the differences between community colleges, Cal State Universities, and UC's (University of California institutions), and private schools.
2. Admission Requirements
 - a. A-G Requirements.
 - b. Tests. (SAT, ACT, etc.)
 - c. Personal Statement.
 - d. Deadlines.
3. Application Process
 - a. Working workshop to help parent familiarize themselves with applications and the information required.
 - b. This workshop will take place before the November 30th application deadline.
4. Financial Aid
 - a. Different forms of aid – scholarships, grants, loans.
 - b. FAFSA.

The workshops were created to increase parents' college knowledge and provide them with resources to aide them in supporting their students' path to college. This is supplementary to the individual support students receive from the College Counselor on campus.

PLEASE NOTE: SECTION 1.19 DOES NOT APPLY TO VALOR ACADEMY HIGH SCHOOL.

1.20: Academic Calendar and Schedules

The 2018 -2019 schedule is as follows on the following page.

VAHS 2018-2019 Academic Year Calendar

August 18		September 18	
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
October 18	November 18	December 18	January 19
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
February 19	March 19	April 19	May 19
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
June 19	July 19	August 19	September 19
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Notes	
Aug 20: First Day	
Sept 3: Holiday - Labor Day	
Sep 24: Pupil Free, BSS PD	
Oct 15-19: Assessment Week*	
Oct 22-26: Fall Break	
Nov 9: Holiday - Veteran's Day	
Nov 19: Pupil Free, Data Day	
Nov 20-23: Thanksgiving Break	
Dec 10-14: Finals Week*	
Dec 17-Jan 1: Winter Break	
January 2: Pupil Free, BSS PD	
Jan 14: Holiday - MLK Day	
Feb 18: Holiday - President's Day	
Feb 19: Pupil Free, BSS PD	
March 25-28: Assessment Week*	
March 29: School Holiday	
April 15-19: Spring Break	
April 22: Pupil Free, Data Day	
May 27: Holiday - Memorial Day	
May 28-31: Finals Week	
June 21: Last Day, ADA Valley	
*VAHS Minimum Days	
October 16-18	
November 8	
November 16	
December 14	
January 8-11	
February 15	
March 15	
March 25-28	
April 12 & 19	
May 24	
June 3-7	

1.21: Sample Daily Schedules

At VAHS, we realize the time students spend in school is directly linked to the success they will have in demanding colleges and work forces. We employ an extended school day with a “more time on task” mentality, designed to provide academic rigor for all VAHS students. Included in the school design are a number of supports to ensure that students meet our uniquely demanding academic and cultural goals as we do not socially promote. The schedules included below are the same for each grade level during that particular type of day.

The High School instructional minutes reflect a typical period of 55 minutes.

An advisory period takes place daily. The advisory period teacher will act essentially as the student’s Homeroom teacher. Additionally, students will receive an appropriate grade level curriculum which may include sexual health, life skills, drug and alcohol education, career education, study skills, and seminars on social/emotional issues and push in services on college counseling from the student’s counselor (the hour before lunch). During this time, as needed, students may have the opportunity to get extra help or receive tutoring from their teachers or to study or work in our computer labs.

TABLE 1.11: REGULAR DAY SAMPLE SCHEDULE FOR GRADES 9-12

2018-19 Valor Academy High School Regular Day Bell Schedule		
Time	Period Description	Minutes Per Period
7:00 a.m. - 7:40 a.m.	Enrichment Programming	--
7:45 a.m. - 8:40 a.m.	Period 1 English	55
8:44 a.m. - 9:44 a.m.	Period 2 Math	60
9:44 a.m. - 9:54 a.m.	Restroom Break	10
9:58 a.m. - 10:43 a.m.	Advisory (or Designated ELD)	45
10:47 a.m. - 11:42 a.m.	Period 3 Science (Biology, Physics, Chemistry in grades 9-11; and AP course in 12 th , or another course elective	55
11:42 a.m. - 12:27 p.m.	Lunch Break	45
12:27 p.m. - 1:22 p.m.	Period 4 History (World, US, AP World, or Government in 9-11 th , and another course elective in 12 th)	55
1:22 p.m. - 1:32 p.m.	Restroom Break	10
1:36 p.m. - 2:31 p.m.	Period 5 VAPA or other elective	55
2:35 p.m. - 3:30 p.m.	Period 6 PE, RTI or Technology	55
3:30 p.m. - 4:30 p.m.	Common Teacher Prep	60
		= 380 instructional minutes per day

TABLE 1.12: MINIMUM DAY/EARLY DISMISSAL SAMPLE SCHEDULE

2018-19 VAHS Minimum Day Bell Schedule		
Time	Period Description	Minutes Per Period
7:00 a.m. - 7:45 a.m.	Enrichment Programming	--
7:49 a.m. - 8:34 a.m.	Period 1	45
8:38 a.m. - 9:23 a.m.	Period 2	45
9:23 a.m. - 9:30 a.m.	Restroom Break	7
9:34 a.m. - 10:19 a.m.	Period 3	45

2018-19 VAHS Minimum Day Bell Schedule		
Time	Period Description	Minutes Per Period
10:23 a.m. - 11:08 a.m.	Period 4	45
11:08 a.m. - 11:38 a.m.	Lunch	30
11:42 a.m. - 12:27 p.m.	Period 5	45
12:31 p.m. - 1:16 p.m.	Period 6	45
1:20 p.m. - 4:20 p.m.	Teacher PD/SSTs/etc.	--
		270 Instructional Minutes

1.22: Instructional Days And Minutes Calculator

Grades	Grades Offered	# of Regular Days	# of Instr. Minutes Per Regular Day	# of Early Dismissal Days	# of Instr. Minutes Per Early Dismissal Day	Total # of Instr. Days	Minutes Req'd Per State Law	Total # of Instr. Minutes	# of Instr. Minutes Above/ Below State Req't.
9	Yes	169	380	11	270	180	64800	67190	2390
10	Yes	169	380	11	270	180	64800	67190	2390
11	Yes	169	380	11	270	180	64800	67190	2390
12	Yes	169	380	11	270	180	64800	67190	2390

1.24: How The School Will Recruit Teachers Who Are Qualified To Deliver The Proposed Instructional Program

Bright Star Schools local recruiting methods include word-of-mouth, advertisements in local papers and on education and non-profit based job boards (such as Edjoin), as well as through a strong partnership with Teach for America and participation in annual charter schools job fairs. Additionally, Bright Star recruits at most major colleges and universities in the Greater Los Angeles area with university credentialed programs, including but not limited to: Azusa Pacific University, California State University - Northridge, Claremont Graduate University, Loyola Marymount University, Pepperdine University, University of California - Los Angeles, University of Southern California, as well as all California State Universities. Recently, Bright Star Schools has added outreach to online credentialing programs such as Alliant University and National University.

On a national level, Bright Star schools most effective recruiting method comes from our strong partnership with Teach for America and EnCorps. In addition to Los Angeles, BSS recruits from the Nevada, New Mexico, Northern California and Twin Cities regions. Additionally, BSS contacts alumni networks of colleges and universities, as well as teaching-based organizations such as Teach for America and Building Excellent Schools.

Additionally, in 2016-2017, Bright Star's teacher retention rate significantly increased, moving from 72% to 89%. This is largely due to a wellness initiative Bright Star has implemented in all schools which allows teachers additional family leave, as well as weekly on site fitness classes at school, nursing pods in each school for mothers, and healthy snacks in the teacher's lounge. This initiative was covered by the LA Times¹⁵ in February 2017, where our Deputy Superintendent of Education is quoted: "It's time to stop perpetuating the myth of the teacher martyr and start creating working conditions that allow instructors to make teaching a lifelong career." Bright Star is committed to finding ways that allow instructors to maximize their impact in the classroom.

1.25: Meeting Teachers' Needs and Driving Instruction

Because teachers are at different levels within their careers, each one of their needs and motivations for improvement is different. Therefore, Bright Star conducts a survey at the beginning and end of each school year, as well as after each organization-wide professional development day, to ensure all teachers' professional growth needs are addressed, budgeted and met to the best of our resources.

VAHS shall use both student achievement data and instructional data to develop the school site professional development plan. At the beginning of each school year, the Deputy Superintendent of Education will review the CAASPP data, diagnostic testing results (such as from state aligned interim assessments, and pretests on online math and reading programs) to determine the efficacy of the previous year's instruction and student and teacher needs. This information will be used to develop the school wide goals, which will ultimately inform instruction. Additionally, teacher observation and evaluation data will be closely tracked in our HR reporting system to determine trends in teacher needs. We have a few positions to help in this endeavor: Deputy Superintendent of Education, Vice President of Curriculum and Instruction, Instructional Coaches, and of course, the Principal. These experienced educators will perform routine observations, provide feedback and prepare professional development (PD) workshops for the "Professional Learning Communities" (PLCs) as needed.

¹⁵ <http://www.latimes.com/local/lanow/la-me-ed-teacher-retention-grants-20170217-story.html>

Additionally, professional development will be provided by the Bright Star Schools' Director(s) of Special Education, Bright Star Schools' Director of Curriculum and Instruction, administrators from other Bright Star schools, teachers who demonstrate promising practices and external professional development providers (as needed).

Beginning of the year professional development for the first year of the school's renewal cycle will include:

- Seminars in reading and writing across the curriculum;
- Rigorous unit and lesson planning to teach for conceptual knowledge;
- Curriculum mapping to the Common Core State Standards;
- Best practices in assessment and use of classroom level data;
- Promoting a safe and positive classroom culture.

Teachers new to VAHS have one week of orientation/development to devise the scope and sequence of their respective curricula, to learn the philosophy and structures of the school culture, and all school policies and procedures. Existing teachers have at least two weeks before school begins. After our assessment week in fall and spring, there is a pupil-free day, where teachers and administrators gather and assess student data on achievement, student behavior, and exam scores. With this information, teachers amend their instruction accordingly and make student intervention placements, including additional follow-up meetings with families.

Five (5) pupil free days have been scheduled into the academic calendar to allow for professional development throughout the school year. Those days will include a combination of student achievement data review, presentations on high leverage instructional strategies, grade level and departmental meetings. Additionally, teachers will be contracted to stay until 4pm each day to allow for school-wide professional development and departmental meetings. Lastly, minimum days are scheduled every other month to allow for collaborative professional development with other Bright Star Schools.

After two weeks of teacher professional development, student orientation follows, allowing for the development of strong teacher-student relationships. By building strong staff and community and culture with our teachers, then sequentially building community among our students, our schools are able to reinforce the idea of collaboration at both the staff and school level.

Throughout the school year, VAHS teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis around high impact instructional and classroom culture strategies. VAHS and district administrators lead interactive professional development sessions focused on Danielson Framework focus areas and other high leverage classroom best practices. Additionally, teachers receive ongoing classroom practice feedback through our Teacher Evaluation & Development process, where administrators lead teachers through 1 or 2 (depending on teachers' level of experience and proficiency) full observation cycles of pre-conferencing, observing, and post-conferencing around the Danielson Teaching & Learning Framework.

At the end of the school year, teachers and administrators shall meet regularly by department, whole group and grade level to close out the year and prepare for the upcoming school year. Not including weekly professional learning community (PLC) time, returning teachers receive a minimum of 20 days of professional development; new teachers have 25 days throughout the school year allowing for adequate teacher support and growth.

1.26: Meeting the Needs of All Students

A Student Success Team (SST) will be automatically formed for each student who does not have sufficient credits to be classified as matriculating to the next grade level. SSTs will also be conducted for any student that struggles in general and is identified through the COST process which is conducted at monthly grade level meetings. At the monthly COST meeting teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful, including if the student has been deemed as at-risk of becoming a long-term English learner (LTEL). If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SST. The SST is facilitated by the student's connector, who acts as the main point of contact for monitoring the implementation of interventions. Also present will be the principal, the student's grade level teachers, parent, and student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SST team reconvenes to determine additional supports and the process continues.

Students shall be typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SST meetings will be documented, and student progress is reviewed in subsequent meetings. During the creation of the initial plan, the team indicates on the SST document whether the data will be reviewed after four or six weeks. The SST lead will gather and review the data at that point. If a student is following the SST plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

1.26, continued: Meeting the Needs of All Students: English Language Learners (Including Reclassification)

VAHS is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be:

- Based on sound educational theory;
- Adequately supported with trained teachers and appropriate materials and resources;
- Periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), VAHS shall submit a certification to the District certifying they will either adopt and implement LAUSD's English Learner Master Plan or implement VAHS's own English Learner Instructional/Master Plan. If VAHS chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;

How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

PROCESS FOR IDENTIFYING ENGLISH LANGUAGE LEARNERS

Upon being admitting to Bright Star Schools, students receive an enrollment packet which includes the following Home Language Survey (HLS) questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language is most often used by the adults at home?

The family's answers to these questions are used to determine a student's home language status as follows:

- English Only (EO): If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- Possible English Learner (EL): If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency. However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:
 - Parent/guardian requires an interpreter to communicate in English
 - Parent/guardian speaks to their child in a language other than English
 - The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. *ingles*)
 - Student initiates interaction with their parents/guardians in a language other than English
 - It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
 - Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant gaps in English language development, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Development Test (CELDT). Beginning in the 2018-19 school year, both the initial and annual CELDT assessments will be replaced with the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a staff member regarding the need to administer the appropriate assessment, the results, and the subsequent program placement of the child.

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with *Education Code (EC)*, initially-enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

HOW THE SCHOOL WILL USE THE RESULTS OF THE CELDT/ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS TOWARDS ENGLISH PROFICIENCY

Based on a student’s overall performance on the CELDT/ELPAC, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the ELPAC until he/she meets the eligibility criteria and is reclassified to Redesignated Fluent English Proficient (RFEP). Students are to be tested in their grade-level English classrooms. Please see the section titled “Process for Monitoring Progress of ELs and Reclassified (RFEP) Students” for a specific breakdown of supports provided for Newcomers and Long Term English Learners (LTELs).

The HLS is completed by the parent or guardian upon the student’s initial enrollment in the charter school. The information provided on the initial HLS takes precedence over any information provided in subsequent surveys completed. When the charter’s initial HLS conflicts with previous HLS and the charter is aware that in a former school the student was considered an ELL student (and not yet re-classified English Language Proficient RFEP), the charter will continue to classify the student as an ELL in accordance with the original HLS within the student’s cumulative file.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All students are placed in the Mainstream English Program. English Language Learners are supported through a combination of modified instruction, additional academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using “specially designed academic instruction in English” (SDAIE) techniques when students have difficulty understanding English. The school also promotes the success of English Language Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. English Language Learners act as mentors to Spanish Language Learners as part of class assignments in the Spanish courses.

VAHS EL students receive both Designated and Integrated ELD instruction. Designated instruction happens at specific protected timed during the school day and focuses on language skills. Our Designated ELD instruction uses the ELD standards to give EL students strategic language practice. VAHS employs a site-based ELD coordinator that provides ELD instruction. The table proceeding demonstrates the differences between designated and integrated supports.

Bright Star Schools Instructional Differences between Integrated Designated ELD supports

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

English Language Proficiency Assessments

The ELPAC results are to be accurately and permanently recorded in the school's SIS.

ELs with disabilities must be assessed with the initial or annual ELPAC. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*.

The official CELDT/ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT/ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

English Language Proficiency Assessment – Annual Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*.

The official CELDT/ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT/ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results should they have any questions on how to process the results from a general level and/or specific to their student's results. As published in the 2016-2017 Valor Academy High School Local Control Accountability Plan,¹⁶ our goals are to have:

1. 40% of ELL students will increase 1 ELPAC level each year until graduation
2. The school will maintain an RFEP rate within 5% of the previous year's rate
3. Students will increase proficiency on the CalMAPP by 5% of the base score (both ELA and Math).
4. English Language Learners and Special Education students will increase proficiency on the CalMAPP by 5% of the difference between subgroup performance and overall school performance (both ELA and Math).

Initial Language Classification / Status

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT, and in 2018-19 and beyond the ELPAC annual assessment. Based on the performance level, a student may be classified as follows (the following is based on the CDE webpage for ELPAC Performance Descriptors here:

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

- A. English Learner
- B. Initial Fluent English Proficient

See below for more details regarding classifications. Ongoing monitoring on a per-student basis is closely monitored by teachers and counselors; the high level monitoring of all students is performed by the Assistant Principal.

2017-18 ELPAC Performance Level Descriptors

English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). 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.	4
English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). 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.	3
English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). 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.	2
English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). 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.	1

The overall performance level on the initial ELPAC is based off the California English Language Development Standards. The California Department of Education adopted the following three proficiency levels to classify an English Learner's level¹⁷:

1. **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.
2. **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.
3. **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.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

¹⁷ Definitions taken from: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Parental Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC must receive official notification, within 30 calendar days, informing them of their child’s:

- Initial English language proficiency level and how it was assessed
- Official language classification

In addition to the above, parents must also receive information regarding the:

- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parental Notification of Annual Assessment Results and Program Placement

Parents of EL students who are administered the **annual** ELPAC must receive official notification within 30 calendar days, informing them of their child’s:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

Once a student is identified as an English Language Learner (ELL), the student will continue to take the ELPAC, on an annual basis until the student is Reclassified as Fluent English Proficient (RFEP). The test will be administered within the time constraints that are mandated by the CDE.

ELLs are reclassified to fluent English proficient based on the following multiple criteria identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

Criteria	Proficiency
Assessment of English fluency on the CELDT	<p>Kindergarten – Grade 1</p> <p>Overall performance level of 4 with scores of 4 or higher in Listening, Speaking, Reading and Writing</p> <p>OR</p> <p>Overall performance level of 5 with scores of 3 or higher in Listening, Speaking, Reading and Writing</p> <p>Grades 2-12</p> <p>Overall performance level of 4 or 5 with scores of scores of 3 or higher in Listening, Speaking, Reading and Writing.</p>
Basic Skills Assessment	Basic, Proficient or Advanced score on the Reading Inventory (RI)

Criteria	Proficiency
	OR Meeting or Exceeding proficiency score on Developmental Reading Assessment (DRA). OR Score of Standard Met or Standard Exceeded on the ELA SBAC.
Parent consultation and approval.	
The school may also consider Teacher consultation based on student grades/progress report marks and other school level data.	

The administrator/designee at each school site is responsible for ensuring that ELLs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period. Students who have met the reclassification criteria are identified and parents are informed of their proficiency in writing.

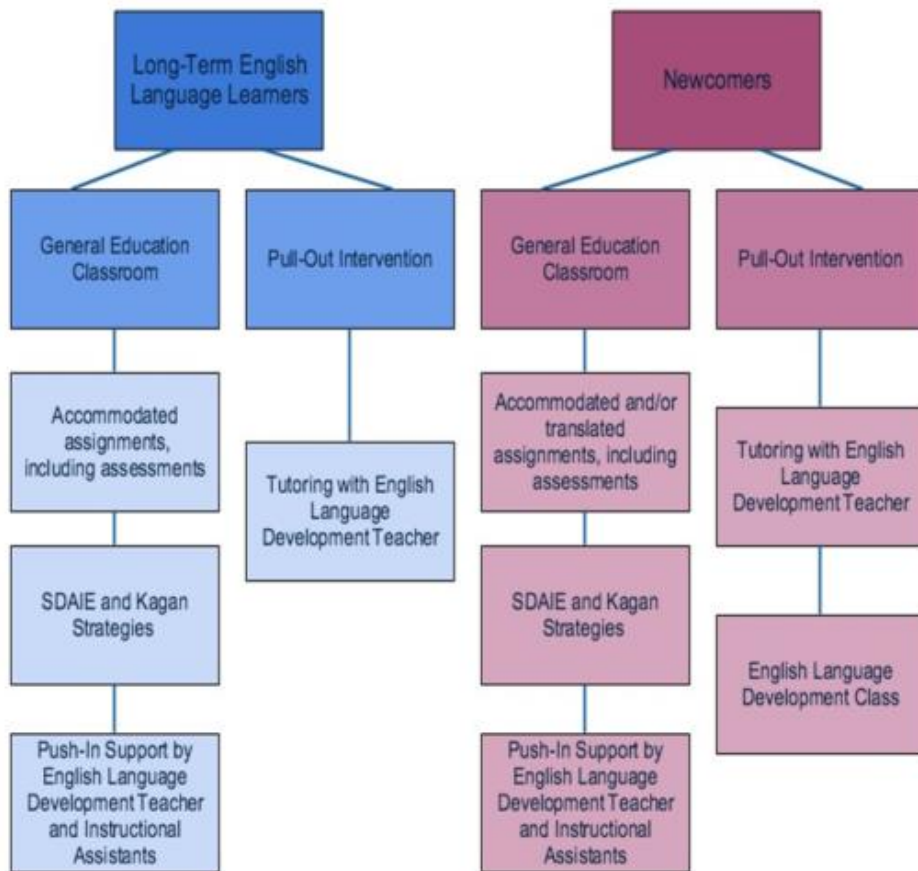
PROCESS FOR MONITORING PROGRESS OF ELS AND RECLASSIFIED (RFEP) STUDENTS

All RFEP students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Intervention/Intersession classes
- Summer school

English Language Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an ELL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP. The following chart demonstrates how VAHS monitors and supports Long-term English Learners (LTELs).

English Language Learner Intervention Plan



If a student has been identified as at-risk for becoming an LTEL by their teacher or Counselor, they will be referred to the student support team to determine specific supports needed. See *section 1.26: Meeting the Needs of All Students* for more information on how the SSTs determine appropriate next steps and accurate assessments of student needs.

Based on results of SST, students may receive specialized pull-out instruction (note that this will not be in lieu of another core subject).

1.27: Meeting the Needs of All Students: Gifted Students and Students Achieving Above Grade Level

IDENTIFYING STUDENTS ACHIEVING ABOVE GRADE LEVEL

While we anticipate that most students' needs are addressed by the wide variety of school-wide supports already in place, VAHS is committed to working with students who are performing above grade level to help them achieve, grow and be continuously challenged. High-achieving students will be referred for a meeting if they meet the following criteria:

- Performing more than one level above his/her actual grade level
- Earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

A meeting with the parent, connector, and the principal or designee is used to document goals and objectives to accelerate a student achieving above grade level, including enrolling in AP and Honors classes as part of their coursework. VAHS' Assistant Principal will monitor the progress of students achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments will be provided to all students and the data is aggregated by sub groups during grade level meetings and at the Bright Star Data Days. VAHS will examine student's performance and supports to help advance this group.

HOW VAHS WILL DETERMINE, MEET THE EDUCATIONAL NEEDS OF AND MONITOR THE PROGRESS OF GIFTED AND TALENTED STUDENTS

High achieving students will be provided differentiated instruction, which accelerates the pace and amount of instruction the student receives. In addition, we will customize a student's individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. During, before and after school, and on Saturdays, an individual program is assembled for high achieving students to accelerate their learning, as well as customizing homework to meet student's objectives, and communicating progress with students, teachers, and parents. For example, students may be assigned accelerated and enriched assignments in their area of strength. Utilizing the components of Sandra Kaplan's "Depth and Complexity," assignments will be modified and extended as such. Students may also engage in longer term cross curricular projects with students of similar ability level. Students will not be assessed for Gifted and Talented Education (GATE) eligibility.

1.28: Meeting the Needs of All Students: Students Achieving Below Grade Level

Students are considered to be achieving below grade level if they meet any of the following criteria:

1. Performing more than one level below his/her actual grade level as measured by:
 - a. The Strategic Reading Inventory Diagnostic (given at the beginning of 9th grade, and quarterly thereafter for students performing below grade level)
 - b. The ISIP Reading Diagnostic given at the beginning of 7th and 8th grades (and monthly thereafter to students performing below grade level)
 - c. The Ascend Math Universal Screener given at the beginning of each year in grades 7-12.
2. Not on track to make at least one grade level of growth in reading, writing, and math as measured by progress on the twice yearly Common Core aligned benchmark assessments, the three yearly writing assessments, and by progress made monthly on the Ascend math program.

Students who meet more than one of the above mentioned criteria will be referred for an SST. Counselors monitor the progress of “low-achieving” students very closely, conducting meetings and progress checks on a monthly basis. The counselors then act as the glue for all staff members serving the students. Teachers use the RTI model within the regular classroom, but this may not prove sufficient for our low achieving students who are likely to be scheduled into an RTI Math or ELA class during their advisory period. These classes are convened as needed after the quarterly analysis of student data. The RTI programs utilize Ascend Math to fill in gaps in student learning, while the ELA students may receive support using Language Live or through small group readers or writer’s workshops.

VAHS’s main goal is to ensure that all students are prepared for success in demanding colleges and work forces. Hence, our goals for academically low achieving students are the same as our goals for the entire student body. Our program and supports ensure that all students identified as low achieving have equal access to a rigorous, college-preparatory education. Based on the academic data of the elementary schools in the area, VAHS expects that a great number of its students may be classified as “low achieving.” As such, VAHS’ entire curriculum, program, and supports have been adapted to improve performance for traditionally low achieving students.

- We assess all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects.
- Our character building Advisory Program and our Expected Schoolwide Learning Results build habits for success.
- Low achieving students are also provided remediation during afterschool programming or additional class time, programming provided during Fall, Winter and Spring Break (which mirrors traditional summer school), Saturday School, and during the last four weeks of school where they participate in an intensive remediation program and retake certain assessments in each course they have failed.

HOW VAHS WILL IDENTIFY STUDENTS IN THIS GROUP

While we anticipate that most students’ needs are met by the wide variety of school-wide Tier I supports already in place, VAHS is committed to working with students who are achieving below grade level to help them achieve at high levels. Teachers receive extensive training on effective intervention strategies utilizing the RTI model targeted towards the areas of greatest need. Our emphasis on high expectations for all students, no excuses, hard work, structured school environment and more all help to create a school culture of success and support.

HOW VAHS WILL IDENTIFY AND MEET THE EDUCATIONAL NEEDS OF STUDENTS ACHIEVING BELOW GRADE LEVEL

Nevertheless, in some instances students who are achieving below grade level may require additional assistance and Tier III Interventions to catch up to their peers. As discussed above, strategies may include after-school tutoring, differentiated instruction and other program modifications and supports as determined by the classroom teacher. Teachers may modify classroom materials or strategies in coordination with the SST Team for students who are low achievers, depending on the student's specific need, including such things as providing visual aids; adapt worksheets or assignment materials; providing directions in writing or in smaller, distinct steps; pre-teaching; modifying assignments (lower level or shorten); give extra cues or prompts; offer extended time or allow breaks; modify testing methods (e.g., read test questions aloud, change the setting of the test to a more quiet environment, etc.). Students may also receive small group pull out support and instruction embedding within the regular class day. Every effort is made to avoid pulling students from an elective period so that Tier III interventions are not perceived as a punishment.

In the event that struggling students fail to make satisfactory academic progress despite receiving Tier I, II, and III supports, and having exhausted all general education supports, the SST team may decide to refer the student for special education assessment, a 504 Plan, and/or reexamine a student's English Learner status.

STUDENT RETENTION

While numerous studies have been conducted on the topic of retention, the conclusion are not clear cut do to an inability to conduct a truly scientific investigation on this topic. So while we cannot state with certainty that retaining a student will be a detriment, there is also no clear cut evidence showing that retention is of any benefit to a student. For that reason, VAHS strives to put in place a multitude of interventions for students so that all make satisfactory progress toward their goals. In the rare case that a student becomes a candidate for retention (reading significantly below grade level, receiving 0, 1 on report cards), the school notifies the parent in writing and also contacts the child's parent by phone. At the high school level, there is not one specific stakeholder that has the final decision on retention; ability to advance to the next grade is determined by credit levels. Before March 1 of the current year, the child's teacher consults with the Principal and parent in each case concerning possible retention. In all cases, parents will be encouraged to remain involved throughout the process.

Should a student need credit recovery, VAHS clearly outline what recovery needs to take place in supporting students towards graduation. Counselors closely monitor credit deficiencies and will proactively create plans to resolve; however, parents are also encouraged to contact Counselors should they have any concerns about possibility of or resolution for credit deficiency.

HOW VAHS WILL MONITOR THE PROGRESS OF STUDENTS ACHIEVING BELOW GRADE LEVEL

VAHS' monitors the progress of students at-risk through implementation of its data-driven systems including Illuminate, iStation, and Dreambox Math. Weekly, interim and yearly assessments are provided to all students and the data is aggregated by subgroups. VAHS examines at-risk students performance and may refer to these students for Tier II interventions, such as small group clustering and re-teaching, in class differentiated materials or strategies, small group work with an Instructional Assistant, or daily tutoring (led by classroom teacher) to help advance this group. The Assistant Principal is primarily responsible for monitoring the progress of students achieving below grade level.

1.29a: Meeting the Needs of All Students: Socio-economically Disadvantaged Students

How VAHS will identify students in this subgroup and will monitor their progress

As mentioned in Section 1.2, the vast majority of our families in the communities we serve are socio-economically disadvantaged. In the 2016-2017 CALPADS data, 91% of our students in the San Fernando Valley cluster qualified for free-reduced lunch. Because of this, the design of Bright Star schools are geared specifically towards the needs of socioeconomically disadvantaged students.

Our teachers and staff will also receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Supports would include ensuring access to our free/reduced meal plan, tutoring, and after school program if needed. VAHS maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population as measured by CA Department of Education for performance on state standardized assessments. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

How VAHS will meet the needs of students in this subgroup

We will provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at VAHS will be designed to address the needs of this population. Our Connections program is one of the greatest supports to our socio-economically disadvantaged students. While our Counselors all have PPS credentials, many also possess an MFT or a MSW. Counselors work collaboratively with the whole family to identify supporting agencies that provide services that assist families in overcoming the students' unique barriers to learning. This may include anything from arranging no-cost or low-cost counseling services for the student or family members, assisting families in applying for subsidized housing or other family aid services available to local residents.

Furthermore, we expose all students to multiple enrichment opportunities both during and after school, as well as take them on a number of LEL's that increase cultural awareness and provide for varied life experiences. During the year, students participate in experiences such as plays and concerts aligned to curriculum at local venues, visits to local museums and cultural centers such as the California Science Center and Getty Museum, and visits to local universities like UCLA and USC. All trips aligned to school curriculum are open to all students. We also provide earned trips outside of the greater Los Angeles region, including a week long civil rights tour of the South, and a trip to Washington DC. These trips are fully paid for by the school for all students who are eligible and have earned them through an academic incentive or a Positive Behavior Incentive System award. Additionally, VAHS employs a longer school day and year, as well as a heavy focus on core subjects in the early grades to bolster all students' skills and content knowledge. Additionally, multiple supports, afterschool intervention, and End-of-Year Remediation are provided for all students.

1.29b: Meeting the Needs of All Students: Students With Disabilities

The district required language included above contains all charter provisions addressing matters related to students with disabilities and special education. However, we have also outlined our approach to supporting students with disabilities below.

How VAHS will identify students in this subgroup

Bright Star Schools will follow all federal, state and school district mandates as required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). Per IDEIA, we are required through the process of Child Find to locate, search and serve all students with disabilities as well as students with suspected disabilities.

How VAHS will meet the needs of students in this subgroup

Through our enrollment process, parents are asked to indicate whether their child has an Individualized Education Program (IEP). In addition, each student that enrolls into Bright Star Schools has their information scanned through California Longitudinal Pupil Achievement Data System (CALPADS) to ensure that we look at every aspect of the student record to ensure that they get the supports and services they need. Most students in Bright Star Schools are served in a general education environment with inclusive services provided by a Resource Specialist Teacher. In addition, we have contracts with two non-public agencies that are certified through the California Department of Education to provide Designated Instructional Supports (DIS) and services such as speech and language, occupational therapy, counseling and adapted physical education. Beginning with the 2018-2019 school year, Bright Star Schools will offer a Blended Learning Center that addresses the needs of students coming to us from a traditional special day class environment. The class will be staffed by a special education and a general education teacher in a co-taught setting with support to both special education students and general education students that are on the Tier 3 level of our Student Success Team (SST) process. By having a special education teacher and a general education content specialist co-teaching the class, the student receives both the benefit from small group attention from an educationalist specialist, while still receiving content rich instructional at grade level.

How VAHS will monitor the progress of students in this subgroup

Students in this subgroup will be monitored in the same way as their general education peers except with some accommodations and modifications according to each student's IEP. Special education teachers will be expected and required to provide progress reports on IEP goals at the same frequency in which general education teachers provide report cards and progress reports.

1.30: Meeting the Needs of All Students: Students in Other Subgroups

The organization serves to meet the various needs of Foster Youth in accordance with AB 490 -- EC 48853.5. Bright Star Schools identifies Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services or other welfare officers. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as tutoring, mentoring, counseling and advising are provided on campus by school personnel and in partnership with community based organizations.

The progress of Foster Youth is monitored by teachers as an explicit subgroup. This data is then gathered on a quarterly basis by the Homeless and Foster Youth Liaison, who is also a Counselor. This liaison will determine the appropriate actions to take, if any are needed.

1.31: "A Typical Day"

A typical day at VAHS sees students arriving on to campus between 7:00 – 7:30 a.m. They are greeted by a staff member and make their way to breakfast. By 7:50 a.m., all students are in their classrooms and begin the day with their Morning House. During this time, teachers are able to share school announcements with students. Every student also watches CNN Student News.

In a typical academic day, students move from one teacher and topic to the next, during regular periods. If you were to walk through classrooms, you will see common elements as well as diverse learning experiences for students. Common practices in all classrooms include whiteboard configuration, the day's agenda, and a system of connections and expectations. You will also see variety in instructional styles among all of our different teachers that include whole-group and small-group instruction utilizing technology, staff, and other resources to support all students' learning. During our block periods, you will also see students engaging in academic discourse about the topics being covered for the day, students engaging in do now activities, answering questions, writing down notes, and completing exit slips before the end of the period.

In class, students are engaging in academic discourse connected to our social justice value. Students are having meaningful conversations about social justice issues of today. A visitor will be able to see cross-curricular planning with English and History classes. In Math and Science class, visitors will see students engaging in group work that is designed to simulate real life scenarios. Students are making predictions and testing them out with their partner groups.

In Spanish class, students are either learning the language, or if they are native speakers, they are developing skills that help them gain fluency in Spanish. In both levels of Spanish, students are engaging in learning that exposes them to other Spanish speaking cultures. In music class, a visitor will see students engaging in learning connected to learning about musical genres. Students will also engage in playing of instruments and ultimately, working in groups and providing feedback to one another for how to improve their instrument practice.

After school, students engage in a series of academic intervention through office hours. In office hours, students are able to receive additional academic support from teachers. All students have access to join after-school extracurricular activities like school clubs, drama, and sports through our after-school program affiliate. Although a long day requires a lot of energy and hard work, it is important to provide students with opportunities to develop their academic skills, as well as their individual talents and ambitions.

Element 2: Measurable Pupil Outcomes & 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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2.1 Measurable Goals Of The Educational Program

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

2.2-3 Measuring Pupil Outcomes

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

2.4 Other Performance Targets

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

3.5: Measuring Pupil Progress Toward Outcomes: Formative Assessment: Monitor And Measuring Student Progress

The assessment plan for VAHS is designed to be a tool for internal and external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what VAHS expects students to learn, assignments are aligned with state standards and the school's pupil outcomes and curriculum. All curriculum and assessments are standards-based as mentioned in Element 1. Ongoing benchmark assessments are used to meet the following objectives:

1. To help teachers revise curriculum and instruction according to student needs.
2. To help principal and head of schools effectively manage their staffs for effective outcomes
3. To give parents and students meaningful, useful feedback on student progress.
4. To compare the school's progress to that of schools with similar student demographics.
5. To monitor the school's progress in meeting its missions, and to revise its activities accordingly.
6. To be accountable for meeting student exit outcomes.

In regards to the character component, we will deliver informal and formal assessments of student understanding through our advisory curriculum. On each report card home, we will have a character component grade which will highlight student's growth in this context.

We believe that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter our school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content and standards. To do this, we establish a baseline measure of student achievement and then continuously monitor and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction (as needed).

As available, teachers use the previous year's CAASPP data to inform student progress. Initial data collected from these results serve as the baseline data against which we compare all future growth. Such data allows us to measure academic growth longitudinally from year to year per cohort and per individual student after they have been accepted into our schools. In addition, this comparative data provides information on the strengths and weaknesses of our academic program and is used to modify and improve content delivery and instructional decisions from year to year.

1. Specific Assessment Tools (frequency included):

A. **Baseline Assessment:** Baseline assessment is obtained using data from both internal and external assessments. At the beginning of the year, all students a universal screener assessment in math using the Ascend program. This allows the school gather more specific data on student needs than that CAASPP data alone. These results are used to appropriately place the students in the most supportive math class and to identify additional supports as needed. Students' initial performance on these assessments is used as a baseline against which we can compare year-end results, and through which we measure longitudinal academic growth from year to year. In this way, the school can accurately interpret the results of these tests and the effectiveness of instruction during the year. Students take a similar assessment in English Language Arts to measure reading ability, such as the ISIP or SRI. Additionally, at the start of each school year, teachers closely examine student achievement on the previous year's CAASPP, paying special attention to claims that need additional support. These comparative results, in addition to data from internal assessments, are used to improve instruction for the following school year.

B. **In-House Benchmark Assessments:** There are two major types of assessments at VAHS:

- i. Teacher created, assessments which measure the extent that the students understand and master the lessons presented by the teacher;
- ii. Standardized assessments that measure how well the students have understand and master the more normalized standards-based assessments akin to those that they take for the State Department of Education at the end of each year.

C. Teacher Created Formative Assessments:

- i. The most frequently used form of assessment at VAHS is nightly homework. As previously mentioned, quantifiable, objective homework is given each night. The next day the homework is corrected (either students self-correct or teacher corrects the work) and recorded in the teachers' gradebooks. When an entire class scores poorly on an assignment, the teacher quickly realizes that s/he must re-teach a lesson to the entire class. When only some students score poorly, the teacher may re-teach a portion of the lesson to a group of students. In this way, daily assessment and practice inform daily instruction
2. **Unit Tests:** In addition to homework, teachers create or compile course assessments. These assessments take place on a weekly, bimonthly or monthly (end of unit) basis. They inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught. Teachers generally key these assessments against their own lesson plans and the standards they have recently taught. At the beginning of the planning year, teachers get together to create some common subject-matter assessments so that the assessments are consistent throughout the school.
3. **Portfolios:** Teachers create project-based assignments to culminate a unit or chapter throughout the year. Students can choose from all their assessments and projects to include into their overall Standards Based Portfolio at the end of the school year. Portfolio assignments are not only-standards based, but they hit different learning modalities. There are a minimum of four portfolio assignments (one per quarter) per subject (including Music and PE). This means there are a total of 24 portfolio assignments based on 6 subjects by the end of the year. Teachers take photos for performance-based and creative art projects as evidence for the portfolio artifacts section. Students have overall decision making power because they can choose which assignments they feel best illustrate their mastery of certain power standards. Students write a reflection per assignment and for their entire portfolio, they must write an introductory letter and include a table of contents.
4. **Writing Exams:** VAHS believes every student should be assessed in their writing several times a year in order to improve in their skill and become college-ready writers. School-wide writing exams are administered four times a year and mirror the Performance Tasks students will encounter on the CAASP. Exams and rubrics are prepared before the school year begins by grade-level and by the English Language Arts (ELA) department and closely mirror the SBAC rubrics. All exams are then double-blind graded on a 4-point rubric by all faculty and staff members during an allotted time period by those who have at least a college degree. The lead ELA teacher then compares some of the students' writing and sets them as samples to compare the remaining essays to the best of their peers' samples. If there is a significant discrepancy in the rubric-based scores, then a third teacher reads the piece of writing. Students must earn a 3 on a 4 point rubric scale in order to pass this exam. The ELA teachers record an average grade into the gradebook and review the exam with the students.

VAHS expects that students pass at least 2 out of 4 writing exams. Students are continually assessed to ensure they are on target and are provided additional support throughout the year to meet their writing goals. Students who are not writing on grade-level by the eighth month of school receive an opportunity to get additional writing support and instruction during the last month of school in order to earn their writing promotion goal. This additional instruction will occur during the student's advisory period and as documented in the student's SST.

5. **Subject-Specific Midterm and Final—Illuminate CAASPP-predictor Exams:** Since our first year, we have given our students quarterly midterms and finals. These exams are our attempt to predict how our students will perform on their end of the year state exams. Each teacher creates an annual standards map and s/he determines which standards are covered during each quarter of teaching. During professional development, based on the maps, create their finals before the school year begins using Illuminate, a computer program that generates a testable question based on an itemized standard-based question bank. Teacher final exams are individual to that particular class and teacher. However, the CMO creates two yearly benchmark assessments for teachers that they review at the beginning of the year. In order to discourage teachers from teaching directly to the

items on the test, teachers do not see these assessments again until it is time to administer them. Teachers also participate in the creation of org-wide midterm assessments that are based on the Smarter Balance Assessment Consortium (SBAC) Performance Tasks. Teachers create common rubrics and use the results of these assessments to look at student work and calibrate scoring. There are two versions of the exams to minimize cheating and exams are cumulative; by the end of the year, they mirror the number and type of questions that the students will see on the state exams. Teachers analyze the data, review the exams with the students, and re-teach any areas that have not been adequately covered for all or subgroups of students. Generally the exams have been very good predictors of how the students perform on their state testing. The results of these assessments can also provide a longitudinal analysis of ongoing performance.

6. **GRT Reports High School:** The On-Target Index (OTI) is a collection of data for every student in the High School. As the most important factor for completing high school is the passing of A-G courses, we believe that students should also have a diverse array of life experiences. In high school, we challenge our students to Participate in all the experiential lessons offered. VAHS also expects its students to fulfill various goals throughout the year by certain deadlines to earn rewards. The data entered into the OTI include:
 - i. Grade Point Average (GPA) based on student class averages including CPP.
 - ii. Volunteer hours.
 - iii. Completion of required reading books, and the points accumulated.
 - iv. Physical challenge attempts/completions.
 - v. Life Experience Lessons (LEL) and curriculum recommended trips.
 - vi. Attendance

The purpose of the OTI is to track not only the academic growth of the student, but to provide data that tracks the diverse life experience lessons that we hope will encourage them to seek college and more life opportunities beyond their current scope of reality.

7. **More National Exams:** Students in Advanced Placement (AP) courses take the AP exams at the end of the course. All students also take the pre-Scholastic Aptitude Tests (PSATs) by 11th grade. Most students take SATs by 12th grade and may begin taking SAT II subject tests as early as 9th grade. Some students also opt to take the ACTs (American College Testing). VAHS reserves the right to choose different methods and tools for assessment that are aligned to the state standards and common core will yield similar data and meet similar goals described above.

3.6: Data Analysis and Reporting: Outline Of School's Plan To Collect, Analyze, Use And Report Academic Performance And Other Data

VAHS will use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Principal oversees the collection and analysis of assessment data using our student information system Illuminate.

Our data analysis begins with interim assessments (IA) developed prior to the school year by school leaders and teachers. IAs cover test content from the California content standards, Common Core and NWEA/MAP assessment. Teachers administer IAs throughout the year and student performance results inform the modification of the scope and sequence and lessons plans as needed.

Interim assessments will be scored and analyzed by teacher directly in the CAASPP system. Using the IAs, teachers will be able to re-teach standards to prepare students for content mastery. School leaders collect and compile the data. Analysis of individual students, flexible ability groupings—high, middle, and low—and individual classrooms is conducted using a comprehensive template. This will also include the analysis of student subgroups including but not limited to special education, and English language learners. Teachers conduct reflection on the IA scores to facilitate assessment analysis and create action plans. Teachers then meet with the Principal during the weekly professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Principal to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.

Teacher analysis of Interim Assessments consist of three parts:

1. Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses;
2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern;
3. Details for six week instructional plan for re-teaching.

Sample Interim Assessment Teacher Analysis by Class			
Standard	%Correct	Analysis	Instructional Plan
Author's Purpose Question <i>What is the main purpose of this story?</i>	67%	Students having trouble distinguishing between details and purpose in multiple choice format	Students need practice with distinguishing between story detail and purpose. Step: (1) mini-lessons for whole class; (2) checks for understanding in class and in HW; (3) re-teach in small groups as needed; (4) re-assessment for whole class

In addition to teacher-created assessments, California-adopted curricula such as Go Math!, Write Score, History Alive, and Harcourt Science have embedded within them frequent assessments that provide a clear

picture of students' academic growth and academic needs. We review these results by grade level cohort, individual class, and individual student, as well as by each test item as an ongoing part of our weekly staff meetings. This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans will be revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery.

As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs, as well as identifying those standards that need to be re-taught, which require small group intervention, and which require individualized student supports. Finally, assessment data will be used to evaluate the efficacy of our educational program over time, and, as needed, make changes to curriculum sources used or instructional strategies.

The Role And Use Of Data To Inform Stakeholders Of School Performance

VAHS also uploads all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC). Bright Star Schools issue an annual report that includes demographic data, academic achievement, financial reports and a summary of other significant developments and accomplishments over the course of each academic year. The school's leadership reports the results of state assessments to all community members including parents. The annual report is a public document, published on the school's website (www.brightstarschools.org) and delivered to the District, the Los Angeles County Office of Education, CDE and any other Parties who request it.

3.7a: Grading, Progress Reporting, and Promotion/Retention: Grading Policy

1. Proficiency-Based Grading System (Grades 9-12)

Letter Grade	Percentage	Rubric Score	Meaning
A+	98-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
F	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

3.7b: Grading, Progress Reporting, and Promotion/Retention: Type and Frequency of Progress Reporting

1. School-wide Annual Report of Progress

VAHS prepares an annual accountability report with additional elements reflecting on the school's performance toward meeting the provisions of the charter for parents, community and the District.

- a. The SARC report is available on the school website [here](http://www.brightstarschools.org/SMC/1345-School-Accountability-Report-Cards.html) (full HTML script available here: <http://www.brightstarschools.org/SMC/1345-School-Accountability-Report-Cards.html>);
- b. Principals prepare bimonthly/monthly newsletters—Family Fortnightly; the Charter Management Organization (CMO) similarly distributes one for external purposes for our community and interested sponsors at large;
- c. Our Executive Director prepares reports for the board on a monthly basis;
- d. The Deputy Superintendent of Education prepares an internal report monthly for VAHS with relevant demographic data (e.g. suspension rate and ADA) and Academic Performance on both standardized assessments and internal data measures.

2. Individual Student Progress Reporting & Communication

Student progress reports¹⁸ are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Students receive report cards at the end of each month and at the end of each quarter. Spring is the final report card. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress reports are distributed four times a year, after exams and portfolios have been evaluated. Student progress reports create a succinct written record of student performance by compiling data from multiple assessments. Progress reports are one of several ways to keep parents in the communication loop about student performance, and insure that data collection is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of VAHS, and is triggered by the assessment timeline. Parent’s conference with teachers on an informal basis weekly or monthly, and on a formal basis two to four times per year to discuss students’ progress reports and upcoming learning plans.

Every effort is made to identify students who are not performing well early in the semester. The principal meets with the student data coordinator on a weekly basis to review the demographic data report. This report includes a summary of teacher gradebook data, including that the gradebook has been updated with at least one score that week and accurately reflect student progress and includes the percentages of students passing and not passing in each class. As necessary, administrators can pinpoint classrooms where large numbers of students are struggling and allocate resources as needed.

Additionally, student who are scoring below a 70% in a given subject may be referred to an SST if it demonstrates part of a larger trend in the student’s performance and appropriate accommodations will be made. If it is not a part of a larger trend, there will still be a meeting with the connector and the student to identify the barriers to success. Depending on the reason, counselors will recommend the appropriate supports for the student to the teacher, including:

- Tutoring
- Intervention materials or programming
- Retakes or assignments or assessments
- Enrollment in a study group.

Teachers meet throughout the year in PLCs to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself.

3.7c: Promotion/Retention Policy And Procedures

1. Standardized Summative Assessments

Each year, VAHS strives to ensure students are “on track” before taking state exams. VAHS (and all Bright Star schools) have a strict policy of “no social promotion” and believes objective testing truly assesses whether the students are ready for the next grade level and are meeting the state standards. To this end, VAHS utilizes multiple standardized assessments, to determine student mastery of content and readiness for the next grade level.

(Additional information can be found in *Section 1: 28 Meeting the Needs of All Students: Students Achieving Below Grade Level*)

¹⁸ During the school year, VAHS teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis around high impact instructional and classroom culture strategies. VAHS administrators lead interactive professional development sessions focused on high leverage classroom best practices, including our Danielson Framework organization-wide focus areas. Additionally, teachers receive ongoing classroom practice feedback through our Teacher Evaluation & Development process, where administrators lead teachers through 1 or 2 (depending on teachers’ level of experience and proficiency) full observation cycles of pre-conferencing, observing, and post-conferencing around the Danielson Teaching & Learning Framework. Lastly, VAHS teachers meet every 4-6 weeks with their Content Lead analyzing their student data and creating plans to support their students based on the data they’ve analyzed

2. Graduation Requirements

In order to graduate from a Bright Star school, all students must successfully complete 220 credits. Within those 220 credits, students must complete all of the A-G requirements, one PE course, and all the other Bright Star school requirements. Most semester long courses taken at a Bright Star school will earn five credits and most yearlong courses will earn ten credits.

VAHS offers a comprehensive summer school program available to all students who need credit recovery at no cost. For students unable to attend summer school due to family commitments, the school also offers online credit recovery programs. However, VAHS wants to ensure students do not have an opportunity to fall significantly. For that reason, parents receive a graduation tracker report which their child's overall progress toward meeting A-G and other graduation requirements at the end of each quarter.

Students with disabilities may have modified graduation requirements documented in their IEPs.

Required Coursework: All students must complete the *A-G Required Coursework* along with one PE course and 60 credits of electives.

A-G requirement	Course	Credits
A	History or social science, including World History and US History	20
B	English	40
C	Math, including Algebra I, Geometry, and Algebra II	30
D	Laboratory Science (two years)	20
E	Foreign Language (two years in the same language)	20
F	Visual and Performing Arts (one year)	10
G	College Prep Electives (one additional course in requirements A-F)	10
	Physical Education	10
	Electives	60

Additional Requirements

1. 50 service hours completed at two organizations
2. Five post-secondary visits
3. ELA usage and Writing proficiency test passed each year
4. Have completed and taken two actions steps on viable post-secondary plan¹⁹

Class Matriculation

¹⁹ Bright Star Schools encourages all students to graduate and attend a college or university, but wants to make sure students are set up to succeed in the college enrollment process. P

As stated in the VAHS handbook, in order to progress through the grades, students must make adequate progress to be classified as a member of the rising class. Students must earn 50 credits to be considered a sophomore, 100 credits to be considered a junior, and 150 credits to be considering a senior. If a student is not classified as promoting to the next grade, they do not repeat their entire coursework for the year; instead, they repeat only the class(es) they did not pass and get promoted to the next class(es) they passed.

Retention

As mentioned in *Section 1.28: Meeting the Needs of All Students: Students Achieving Below Grade Level*, retention is only issued when necessary credits to proceed to the next grade are not met in high school.

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(b)(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 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 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(b).

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.²⁰

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 Public Records Act.

²⁰ *The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.*

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. 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.

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.

4.1: Governance Structure

Governance Structure

VAHS is an independent charter governed by the Board of Directors of Bright Star Schools which is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

Organizational Chart

The organizational chart demonstrates some of the committees that may be convened by the Governing board. The make-up of these committees is strictly restricted to board members with the exception of the Student Site Counsel, which is not a board committee. The Governing board makes all final decisions by board vote on all school related matters including but not limited to curriculum, instruction, financial, facilities, etc. The committees will heavily inform these decisions, but all decisions will be made by Governing Board vote.

Board Committee Structure and Committee Responsibilities

The Board of Directors may create or convene the following committees:

A. Governance Committee

- Recruit, nominate, train new directors;
- Establish responsibilities and evaluate individual board members;
- Review the performance of the Board as a whole;
- Review Board Handbook;

- Support and review performance of Executive Director.
- B. Finance/ Budget/ Audit Committee**
- Monitor budget implementation through periodic financial reports;
 - Approve accounting policies;
 - Allocate funding for an independent annual audit by qualified CPA ;
 - Ensure adequate insurance.
- C. Development Committee**
- Identify fundraising opportunities;
 - Plan fundraising events or programs;
 - Develop and evaluate fundraising goals.
- D. Academic/ Personnel Committee**
- Review and support mission statement;
 - Ensure programs and services are consistent with mission & charter;
 - Develop and review measurable academic outcomes;
 - Review and approve guidelines for teacher evaluations;
 - Review and approve guidelines for administration/staff evaluations;
 - Monitor progress in achieving outcome and goals;
 - Develop and maintain adequate academic personnel policies and procedures.
- E. Facilities & Strategic Planning Committee**
- Review facilities maintenance requirements;
 - Review and negotiate lease agreements;
 - Develop and maintain adequate facility personnel policies procedures;
 - Supports Executive Director’s efforts to explore growth and facility opportunities;
 - Evaluate growth opportunities;
 - Ensure growth implementations conform to mission statement.

Bright Star Education Group

Valor Academy High School has been, is, and shall continue to be operated by Bright Star Schools, a California non-profit public benefit corporation. Charter School agrees and acknowledges that the governing board of Bright Star Schools is the sole controlling and governing body for Valor Academy High School, and accordingly holds fiduciary authority and responsibility for, among other things: (1) the selection, hiring, compensation, supervision, evaluation, and termination of the Bright Star Schools Executive Director and all other Bright Star Schools employees, including employees of Charter School; (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and (3) Charter School’s financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students. The governing board of Bright Star Schools shall comprise no less than seven (7) members at any time.

BSEG was created in 2013 to promote, support, benefit, and carry out the Bright Star Schools model, serve as a facility development entity for Bright Star Schools, and perform the additional charitable functions of promotion, expansion and replication of Bright Star Schools. Through management and affiliation agreements, BSEG provides services and support to Bright Star Schools provided that there is no delegation of duty or authority inconsistent with law or the Bright Star Schools charters. BSEG’s duties under the management and affiliation agreements, include the following key functions: information technology services, design and implementation of a leadership development program, licensing, development and

management of Bright Star Schools curriculum, real estate and facilities leasing and management, procurement of start-up funding and assistance for new schools, marketing strategies, recruitment, and HR technical assistance with Bright Star Schools hiring practices, credentials and legal compliance.

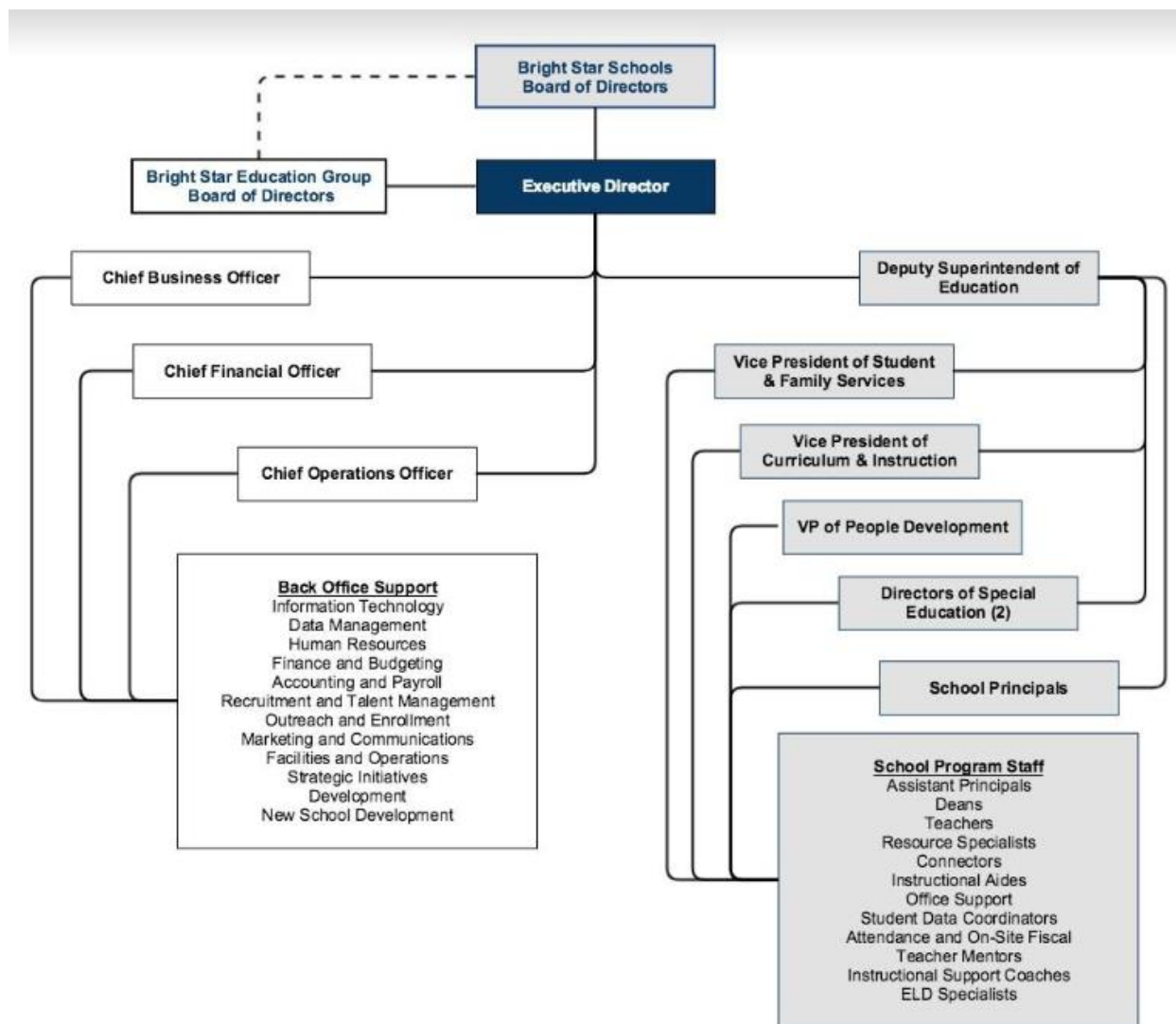
Charter School agrees and acknowledges that as the sole statutory member of Bright Star Schools, the BSEG governing board does not vote on or otherwise control matters governed by the Bright Star Schools' governing board, including but not limited to the governance and operation of Charter School and as delineated in the approved charter. BSEG is a sole statutory member of Bright Star Schools as defined in section 5056 of the Nonprofit Corporation Law of California. As sole statutory member, BSEG board has the sole statutory right to approve or remove members of the Bright Star Schools board. At no time shall Bright Star Schools have more than three directors on its governing board who also serve on the BSEG governing board, are employed by BSEG, and/or are otherwise affiliated with BSEG. All relationships between Bright Star Schools and BSEG, including BSEG's role regarding the Bright Star School's governance and board composition shall be governed and established by the above described agreements or equivalent arms-length contract between these two affiliated entities and subject to District oversight. Any plans, goals, or proposals for growth, fundraising, educational and leadership development, or any other purpose, developed or provided by BSEG to or on behalf of Bright Star Schools and/or any charter school operated by Bright Star Schools, shall be approved or otherwise authorized by the Bright Star Schools governing board.

The governing board of Bright Star Schools is the holder of the charters for Stella Middle Charter Academy, Bright Star Secondary Charter Academy, Rise Kohyang Middle School, Valor Academy Middle School, and Valor Academy High School and ultimately has all governing and fiduciary responsibility for any and all actions of Bright Star Education Group in relation to the Bright Star Schools' charter schools.

Charter School agrees and acknowledges that the BSEG governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of Bright Star Schools and as a nonprofit corporation.

Bright Star School's management and expenditure of its public funds are subject to public transparency and accountability, and District oversight. Bright Star Schools, including its governing board, employees and representatives, shall not transfer any funds or other assets to BSEG, including but not limited to assets derived from public funds, unless such transfer is determined by the Bright Star School Board of Directors to be in the best interests of Bright Star Schools, and such transfer occurs through a transaction conducted on terms equivalent to those prevailing in an arm's length transaction, to the extent practicable.

Any such transaction shall be and remain subject to District oversight. BSEG, including its employees and representatives, may make donations of funds, goods, and services to Charter School in accordance with applicable law. Bright Star Schools agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School, regardless of any transfer or assignment to BSEG, should any such transfer or assignment occur (payment for services or goods received pursuant to contract excepted). Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 41020(c).



MAJOR ROLES AND RESPONSIBILITIES

A. Board of Directors

The work of Bright Star Schools' Board of Directors is organized to accomplish the following objectives:

- Ensure the mission and vision of VAHS.
- Ensure adherence to all state and federal requirements as well as those requirements set forth by VAHS in its charter.
- Evaluate the Executive Director annually and hold him/her responsible for meeting the academic and fiscal goals of the Charter School.
- Ensure effective organizational planning for the Charter School.
- Provide support and assistance to the Charter School in its fundraising efforts, as well as other needs as they arise.
- Ensure the long-term financial stability of VAHS.
- Establish broad support and future Partnerships to further the mission of Bright Star Schools to prepare students for college and career.

The Board governs the school, holds the school to its mission, ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions

to the Executive Director, who oversees the Deputy Superintendent of Education. The Deputy Superintendent of Education is responsible for the hiring, evaluation of the principals and for ensuring that the schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the school is the responsibility of the Principal, who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, Executive Director, Deputy Superintendent of Education and all administrators ensure the flow of information necessary for responsive, strong governance.

B. Board Members

The role of a member of the Board is as follows:

- Advocate for Bright Star Schools and its mission of preparing students for college and career;
- Adhere to the Brown Act;
- Attend board meetings, committee meetings and important related meetings;
- Serve with professionalism, integrity and enthusiasm;
- Volunteer for and accept assignments and complete them thoroughly and promptly;
- Stay informed about committee matters, prepare well for meetings and review and comment on minutes and reports;
- Get to know other board and committee members and build a collegial working relationship that contributes to consensus;
- Actively participate in the board's professional development, annual evaluation and planning efforts;
- Participate in fundraising for the organization, cultivate prospective donors and volunteers and give an annual financial gift (determined by the board chair) to the best of personal ability;
 - Abide by all legal responsibilities and comply with applicable rules and regulations; and
 - Disclose any potential conflict of interest, whether real or perceived.

The roles of key staff members at Bright Star Schools are explained in section 5.1: Employee Positions – Bright Star Schools.

Board Members of Bright Star Schools receive a board orientation packet and sign member expectations agreeing to uphold the mission and vision of the school, advocate for all Bright Star Schools and ensure organizational viability, student achievement and faithfulness to the terms of the charter.

4.2 Governing Board Composition And Member Selection: Composition of the Board

The school's Executive Director and Principal shall not serve on the Board and shall not vote in Board elections.

The composition of the governing board is a range of professional backgrounds and relationships to the communities the school's students come from. For example, it includes K-12 education, higher-education, non-profit, and for-profit business professionals, along with individuals and parents who are heavily invested in the school community. In order to substantially involve each local school community in organization-level governance, Bright Star has approved the inclusion of Parent Board Members within the meetings of the Bright Star Schools Board of Directors. The goal is to place up to one parent from each Bright Star School. The Parent Board Members have the same responsibility and ability to vote in governance decisions as regular Bright Star Board Members.

4.3 Governing Board Composition And Member Selection: Board Member Selection

The process of selecting members of the Bright Star Schools Board of Directors is described in detail in the Bylaws of the organization included in this document. In summary, this process includes an initial interview with the Executive Director and school tour; interview with current board members; submission and resume, written responses, and board member questionnaire; and, reference checks. The Board is currently comprised of twenty-four who serve three year staggered terms.

4.4-4.5 Governance Procedures And Operations

Bright Star Schools Board meetings, including academic and governance committee meetings, will comply with all of the provisions of the Brown Act. Meetings shall be held at rotating Bright Star school sites, or another suitable location within the jurisdictional boundaries of the District. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school, at the entrance of the Charter School's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

If a board member requires teleconferencing, Bright Star Schools will comply with government Code § 54953(b)(3) and (d) by publishing teleconference locations on all agendas within 72 hours of the anticipated meeting. These locations will be accessible to the public, and the telephone used will have a functioning speaker to enable public access.

To ensure individual understanding of the Brown Act, Board members receive an annual training on the provisions for board members.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by secretary or other as designated by Board. Meeting records shall be maintained in the School office.

VAHS has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, an Executive Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

4.6 Stakeholder Involvement

ROLE OF PARENTS AND STAFF IN THE GOVERNANCE OF THE SCHOOL

Several parents of students from across Bright Star Schools serve on the Bright Star Schools Board of Directors because we believe it is critical parents are invested in the success of the school and have a voice in matters critical to the school's success. VAHS believes that parental support is an integral Part of a student's education, and makes every effort to ensure that parental input is considered in the Board's decision-making process.

Additionally other representatives of the parent body are also encouraged and invited to address the Board regarding any input, comments or concerns they have about the school. Time is reserved at the start of each Bright Star Schools Board meeting for this purpose.

PROCESS BY WHICH VAHS WILL CONSULT WITH ALL STAKEHOLDERS TO DEVELOP ITS LCAP AND ANNUAL UPDATE

In planning to draft the LCAP, leadership referred to CA Education Code 52066 (8)(g) The charter school shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. This feedback is provided during the first three months of each year.

In mid-January, the Deputy Superintendent of Education meets with the school leadership team to discuss the changes in the funding formula and how those funds could be used to best meet student needs. In early February, the HOS collaborates with the school principal to draft a plan in accordance with State Priorities and local goals. In late May, the HOS and Principal meet with school faculty and present State Priorities and the school goals. Goals are then amended based on recommendations provided from the school community. In early June, amended plans are presented for feedback to School Site Councils, student groups, and to all parents at a monthly school parent meeting. All stakeholders are invited to submit public comment, and parents specifically are invited to School Site Council meetings, where LCAP goals are developed through Parent Square. In effort to boost parent participation, meetings are also announced at the monthly Family Nights. The agendas for these meetings are posted 72 hours before the meeting, so all stakeholders are aware of the topic of discussion. Any stakeholders present in the meetings are invited to give feedback on the proposed goals.

THE PROCESS BY WHICH VAHS WILL CONSULT WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAM

Parents will serve as members of the School Site Council (SSC). The VAHS SSC is comprised of twelve members of the school community and includes the Principal, teachers, parents, and other staff members. There is parity between staff and community members: six members are staff, three members are parents and three members are students. On the staff side, we have the Principal, four classroom teachers and a Data Coordinator representing "other staff." Parents and students volunteered as members.

SSC members are nominated and elected by their peers and serve three year terms. As a member of the SSC, parents must attend monthly meetings and are responsible for examining student achievement data, revising and maintaining the Single Plan for Student Achievement, and for providing oversight of the Title I budget. Information from the SSC meetings will be communicated at board meetings through parent representative or minutes that will be shared by the principal of the school. The SSC is one of the important groups providing feedback on the development of each annual LCAP.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, financial aid, financial literacy, etc.
- Posting of Board agendas in the school's main office.
- Mid-year Parent Satisfaction Survey.
- End-of-Year Parent Satisfaction Survey.
- Regular parent newsletters.
- Multi-media communication strategy including mail, e-mail, text messaging, "robocalls," and regular parent meetings.
- Translation of all parent communication materials into Spanish.
- Frequent opportunities for parent involvement in school activities, including invitations to family dinners, Evening of Excellence, etc.
- Volunteer opportunities on campus including campus beautification and traffic duty

VAHS's website can be found at <http://www.brightstarschools.org/VAHS/> and was created to publish useful information for our families and community members, such as the VAHS event calendar and reminder of important notices. Additionally, a comprehensive set of links for parents list the programs that support student learning beyond the classroom, including Khan Academy, Rosetta Stone, and Ripple Effects. The links also connect families to Illuminate Home Connection, which allows parents to see a student's grades and review assignments. The login information is shared at the beginning of the year with families, as well as published in their student's agenda. Families can log in to monitor student progress and support learning in the home.

In addition the website, Parent Square is our communication platform that allows us to reach families through email, text or phone message. This allows us to reach 100% of families with their preferred method of communication. Moreover, the tool fosters two-way communication by allowing parents to send direct messages to teachers and relevant staff members for their student.

Element 5: Employee Positions and Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. 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.

5.1 Employee Positions -- Bright Star Schools

1. Executive Director

The Executive Director (ED) oversees and advances all Bright Star Schools. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is passionate and completely dedicated to Bright Star Schools' mission and has a steadfast belief that all students deserve an excellent public education in preparation for high school and college. The ED has an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The ED directly manages all positions in the CMO.

Characteristics and Qualifications:

- Bachelor's degree, Master's Degree in similar field with several years of urban teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school, with a preference in low income/urban demographics.
- Experience and success in management of higher-level positions.

- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, within the individual communities of West Adams & Westchester, Koreatown and Panorama City, as well as among the greater landscape of Los Angeles.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.

Responsibilities:

- Monitor, and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school’s charter and all relevant laws and policies (related to charter schools) set forth by the Los Angeles Unified School District, State of California and Every Student Succeeds Act (ESSA).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise board committees, providing them with the essential data, relevant reports and information necessary to effectively govern VAHS in a timely manner.
- Provide leadership and professional development for the CMO and all school administrators.
- Coordinate with external grant writer for an integrated comprehensive internal and external fund raising effort related to a major capital campaign.
- Work directly with the Deputy Superintendent of Education (DSE) to ensure academic success and employee and family safety and satisfaction.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
- Manage strategic planning process for all schools.

2. Deputy Superintendent of Education

The Deputy Superintendent of Education (DSE) is responsible for overall school performance and organizational management, and is the primary person responsible for the management of the school’s growth, culture and the viability of the school over time. He or she manages all external and non-operational issues, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operation of the school. The DSE oversees the Principals, Assistant Principal, the Director of Student Services, and the Directors of Special Education in their management and guidance of the school staff. The DSE is hired and evaluated by the Board of Directors of Bright Star Schools.

Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree preferred, and at least three years of urban teaching experience.
- California Administrative Credential preferred.
- Training or relevant experience in school management.
- Student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions.

- Relentless achiever who works tirelessly towards achieving the school's mission.
- Flexible and able to adapt as situations require.
- Organized, systems-oriented leader who has experience in managing several different projects simultaneously.
- Subscribes to a similar educational philosophy to that espoused by VAHS's culture and curriculum.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school.
- Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators.
- Competence at stewarding public funds responsibly.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.

Responsibilities

- Ensure compliance with the school's charter and all relevant law and requirements set forth by the State of California.
- Ensure compliance with accountability requirements set by the Los Angeles Unified School District.
- Hire, coach, and evaluate principals.
- Serves as instructional leader with principals to oversee curriculum development and assessment.
- Ensure the school meets its performance benchmarks established by the Board of Directors.
- Ensure curriculum alignment with California state standards and California Common Core Standards.
- Communicate regularly with the Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Create a culture of high academic and behavioral expectations.
- Plan and implement summer orientation for staff.
- Seek and share best practices from other schools and professional journals.
- Lead regular, school-wide staff meetings.
- Provide daily coaching and feedback to instructional staff.
- Implement effective internal assessment systems and uses data to inform decisions.
- Implement external assessment systems and uses data to inform decisions.
- Set and monitor core subject grading policies and practices to ensure consistency across the school.
- Ensure that every student demonstrates achievement gains.

3. Vice President of Student and Family Services

The Vice President of Student and Family Services, under the supervision of the Chief Executive Officer, directs the planning, development, organization, management, direction and implementation of all aspects of student and family facing functions of Bright Star Schools. This includes child welfare, discipline and restorative practices procedures, guidance programs, and parent education and engagement programs. The Vice President of Student and Family Services ensures best practices by creating policies and procedures for student, parent and alumni engagement. S/he works collaboratively to bring community members into the life of the school in ways that enhance the mission and vision of the school. The VP of Student and Family Services acts as a liaison with community organizations, social services, and current and potential partners to ensure the academic, social and emotional development of students and families. S/he oversees the standardization, development and management of the Connections program including the academic, college and career counseling systems for all grade levels. The VP of Student and Family Services also

works closely with school site administration and the school Director of Culture to develop strong classroom culture and school climate within all Bright Star Schools. Additionally s/he oversees the management of the Alumni Support and College Success Program.

Duties and Responsibilities:

- Coordinates and facilitates school based services with outside agencies and organizations- these may include counseling, tutoring, health services, extra-curricular or after school activities.
- Creates and ensures sound procedures and best practices for academic, social, emotional and college and career counseling.
- Serves as a general resource, support and guidance in matters relating to student discipline and restorative practices.
- Plans, conducts and organizes a variety of staff development opportunities related to child welfare, restorative practices, student discipline, attendance, and school safety.
- Guides, directs and advises in serious discipline issues including student suspensions and expulsions.
- Assists with the evaluation and implementation of effective wrap around services for at-risk students
- Provide direction in preventing dropout rates through appropriate consultation with school counselors and Chief Executive Officer and School Site Administration to create programs and initiatives to increase family involvement in the school.
- Work with the Parent Liaison to develop parent and school activities, to improve communication between the school and families.
- Act as a liaison/moderator between parents and the school over issues of conflict.
- Work with the Parent Liaison and School Site Administrators to define the scope and breadth of the parent education curriculum.

4. Director of Special Education

The Director of Special Education (DSE) will be responsible for the maintenance of records for special needs and will be the primary person responsible for ensuring that students with special needs receive the proper accommodations and/or modifications within the classroom.

Qualifications and Experience

- California Teaching Credential with Special Education/Educational Specialist Clear (Level II) Credential, P.P.S. credential with an emphasis in School Psychology, or Administrative Services Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains with English Language Learners
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Minimum three years of urban teaching, school psychology, or administrator experience preferred
- Bilingual (Spanish) Preferred

Responsibilities

- Coordinate and review special education needs of incoming students as indicated on the family questionnaire responses
- Provide direct special education services as needed
- Coordinate with schools to receive IEPs of all incoming students
- Facilitate review of intake assessments for incoming students
- Schedule and coordinate pull-out services for students on an as-needed basis
- Follow all Federal and District guidelines concerning the development and implementation of IEPs
- Facilitate necessary testing for evaluation process
- Ensure compliance with all Federal and District SPED regulations regarding parental consent
- Coordinate with Principals and grade-level teachers any pre-referral meetings and SST
- Ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve
- Coordinate with Director of Curriculum and Instruction and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
- Serve as the point of contact for parents of students with special needs
- Organize and coordinate professional development opportunities for general and special education teachers
- Work directly with general education teachers on issues that may arise in classroom settings
- Facilitate the evaluation/reevaluation process
- Create and coordinate a master schedule for annual IEP meetings
- Be responsible for student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current
- Assist with interviewing of special education teachers and related service professionals
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed
- Serve as the point of contact in matters involving special education due process

5. Director of Curriculum and Instruction

The Director of Curriculum and Instruction (DCI) will oversee every facet of the school's operation that directly impacts student learning. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The DCI will be responsible for direct oversight of the instructional staff. The DCI reports to the DSE.

Qualifications and Experience

- A high level of personal integrity and professionalism.
- An unwavering commitment to high academic achievement of all students.
- A capacity to motivate and lead instructional staff in order to yield the highest academic performance possible from all students.
- Ability to give constructive feedback to facilitate student growth and academic achievement.
- Openness to receive feedback on issues that will facilitate growth and achievement of both students and faculty.
- At least three (3) years of teaching experience.

Responsibilities

- Communicate regularly with the DSE concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Serve as instructional leader with oversight of curriculum development and student assessment (internal and external).
- Implement and oversee systems for data analysis of all internal and external assessments.
- Ensure curriculum alignment with standards for the state of California (CSTP).
- Seek and share curriculum practices from other schools, and professional journals
- Attend teacher meetings, support teachers, and facilitate positive faculty dynamics.
- Facilitate regular school-wide staff meetings.
- Articulate and model the school's values to students, families, staff and the community.
- Collaborate with DSE and Principal concerning all teaching staff.

NOTE: The job descriptions provided for the above employees shall include, but is not necessarily limited to, the duties listed. May temporarily perform other duties assigned to maintain organizational success.

5.2. Employee Positions - Campus Employees

A. Principal

The Principal leads all site operations in accordance with school policies and acts as the primary liaison to the home office. Although the Principal will delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, s/he is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the campus. He/she is responsible for the operation of the school site and is held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs). Primary areas of responsibility include oversight of the classroom instructional program (including teacher supervision) and site-based community relations.

Minimum Qualifications and Characteristics:

- At least two years of experience in an administrative role. Candidates without this level of experience are encouraged to seek a position with Bright Star Schools as an Assistant Principal.
- California Teaching Credential
- Management experience - at least two years of supervising at least two other employees.
- Teaching experience in 4th through 8th grades.
- Evidence of strong organizational, student management and interpersonal skills.
- Extremely high standards for student academic work and student behavior – expectation that all of our students (who are primarily from low-income, educationally disadvantaged families) will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Desired (but not required) in order of importance:

1. Fluency in a second language. Willingness to learn Spanish if that isn't the language of fluency.
2. Post-graduate degree (Masters, Administrative Credential, or MBA)

Responsibilities and Duties

- Manage 5 - 27 school site personnel including the Assistant Principal, all teachers, and office staff.
- Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or CA Induction programs and their ongoing professional development.
- The following programs are under the direct supervision of the VAHS Principal:
 - Character Matrix Program (student discipline program)
 - Enrollment and Student Schedules
 - Annual Goals/Passing Requirements (data collecting and reporting)
 - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
 - Catch Up Program (After School, Saturdays, Vacations)
 - Parent Connections and Education
 - Independent Reading Program
 - Lunchtime and After School Supervision
 - Curriculum & Instruction
 - AP Program
 - Summative Grades and Testing
 - Grade Books, Report Cards and Transcripts
 - Professional Learning Communities
 - Teacher Professional Development
 - Teacher Evaluations and Development
 - External Relations, Reporting, and Communications
 - Student and Staff Recruitment
 - Daily Attendance Reporting
 - Quarterly Survey Program
- Work directly with teachers to oversee:
 - Instruction & Formative Grades including standards maps, benchmark goals, weekly plans for class work and homework, selection and use of texts and support materials (beyond those defined by the CMO), common assessment plans, and differentiated instruction including specialized programs for ELLs and SPED students.
 - Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, CELDT, Writing Exams, Midterms & Finals, and Study Island testing).
 - Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are input and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
 - Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.
 - Professional Learning Communities road map and weekly sessions. Principal gathers input from teachers and then defines the Road Map for the year for our PLC program.

- Professional Development by working with each teacher on his or her individual professional development program. Serve as each teacher’s advisor for university internship or mentor for credential renewal. Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office’s support and information center.
- Conduct semi-annual formal teacher evaluations. Oversee AP’s evaluations of non-teacher employees. Based on guidelines, offers bonuses to each teacher and other employee annually in December. Data should be complete by October based on August results.
- Lead External Communications including relationships with our parent group, LAUSD, neighbors & community, LACOE, CDE, USDOE, WASC. Gather information and publish weekly teacher bulletin, biweekly parent newsletter, and monthly Board Dashboards and other requested reports.
- Lead proactive student and staff recruiting. Conduct information and orientation sessions.
- Principal is directly responsible for daily attendance reporting and ADA reports, including reports on attrition, expulsion, and re-enrollment.
- Oversee school site budget. Directly oversee purchasing for all texts and classroom instructional materials.
- Local fundraising and participation in grant writing activity.
- Develop master schedule and teacher/student schedules.
- Conduct Parent-Principal meetings as needed.
- Oversee creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements.
- Motivate students toward high success and achievement.

B. Assistant Principal of Instruction or Principal in Residence

The Assistant Principal of Instruction (AP) is responsible for supporting the Principal in the operation of the school site and is held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs). The AP’s primary area of responsibility includes oversight of the classroom instructional program (including teacher support and supervision).

Minimum Qualifications & Experience:

- At least one year of experience in an instructional or administrative role.
- California Teaching Credential.
- Experience supervising other employees
- At least three years of teaching experience in 9th through 12th grades.
- Evidence of strong organizational, student management and interpersonal skills.
- Extremely high standards for student academic work and student behavior – expectation that all of our students (who are primarily from low-income, educationally disadvantaged families) will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Desired (but not required) in order of importance:

1. Fluency in a second language. Willingness to learn Spanish if that isn’t the language of fluency.
2. Post-graduate degree (Masters, Administrative Credential, or MBA.)

Responsibilities and Duties

- Manage 10-15 school site personnel including teachers and office staff. Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or BTSA programs and their ongoing professional development.
- The following programs are under the direct or indirect supervision of the Assistant Principal²¹:
 - Connections (student discipline program)
 - Enrollment and Student Schedules
 - Annual Goals/Passing Requirements (data collecting and reporting)
 - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
 - Catch Up Program (After School, Saturdays, Vacations)
 - Parent Connections and Education
 - Independent Reading Program
 - Lunchtime and After School Supervision
 - Curriculum & Instruction
 - Summative Grades and Testing
 - Grade Books, Report Cards and Transcripts
 - Professional Learning Communities
 - Teacher Professional Development
 - Teacher Evaluations and Development
 - External Relations, Reporting, and Communications
 - Student and Staff Recruitment
 - Daily Attendance Reporting
 - Quarterly Survey Program
- Work directly with teachers to oversee:
 - Instruction & Formative Grades including:
 - Standards maps
 - Benchmark goals
 - Weekly plans for class work and homework
 - Selection and use of texts and support materials (beyond those defined by the CMO)
 - Common assessment plans
 - Differentiated instruction including specialized programs for ELLs and SPED students.
 - Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, CELDT, Writing Exams, Midterms & Finals, and Study Island testing).
 - Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are inputted and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
 - Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.

²¹ The Principal delegates direct management of particular school programs to the Assistant Principal depending on assistant principal level of experience and strengths. This language comes from our job description, so we list all programs that the Assistant Principal supports, but do not list the exact programs the Assistant Principal directly oversees because it is important to us that the school team has autonomy to work as a strengths-based team.

- Professional Learning Communities road map and weekly sessions.
 - The Assistant Principal gathers input from teachers and then supports the Principal in defining the Road Map for the year for our PLC program.
- Professional Development by working with each teacher on his or her individual professional development program. Serve as teachers' advisor for university internship or mentor for credential renewal. Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.
- Support Principal in conducting formal and informal teacher evaluations.
- Support Principal in leading external communications including relationships with our parent group, LAUSD, neighbors & community, LACOE, CDE, USDOE, WASC. Help to gather information and publish weekly teacher bulletin, biweekly parent newsletter, and monthly Board Dashboards and other requested reports.
- Help support proactive student and staff recruiting. Conduct information and orientation sessions.
- Support the development master schedule and teacher/student schedules.
- Support in the creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements.
- Teach Life Skills classes
- Motivate students toward high success and achievement.

C. Teachers

VAHS complies with the California Charter Schools Act with respect to teacher certification. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools' believes that part of the equation for a successful teacher includes a teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom. Teachers help develop and implement the curriculum. All teachers report to the Principal.

Qualifications & Characteristics:

- Bachelor's degree
- Single Subject California Credential in the discipline of the subject taught
 - Candidates with an intern credential are also considered
- Two years of urban teaching experience preferred
- Bilingual Spanish or Korean desirable
- Possession of either:
 - Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate
 - Cross-Cultural, Language and Academic Development (CLAD) certificate
 - Bilingual Certificate of Competence (BCC)
 - Language Development Specialist (LDS) certificate.
- Belief that every child is deserving an excellent education which prepares him/her for college and life beyond
- Demonstrated ability to teach whole child in an inclusive setting using modifications and accommodations
- Willingness to receive feedback, engage in frequent dialogue and ability to self-reflect
- Life-long learner
- Collaborative
- Belief in data-driven instruction

- Firm, kind approach to managing student behavior
- Technologically competent
- Entrepreneurial spirit and creative problem solver
- Sense of humor and love of teaching

Responsibilities:

Whole School Responsibilities

- Uphold Bright Star Schools' mission and values
- Demonstrate genuine care for all students
- Embrace existing school-wide management systems and promote high standards of behavior
- Collaborate with school leaders, providing input to improve Bright Star programs
- Actively participate in professional development sessions
- Communicate professionally with peers, supervisors, parents, and students
- Commit to a longer school day and calendar year
- Adhere to Bright Star's professional attire guidelines
- Supervise bathroom breaks and participate in rotating detention supervision
- Uphold attendance procedures each period using School Information Systems (SIS)
- Enthusiastically participate in school-wide culture events (i.e., Songfest, academic assemblies, and Field Day)
- Perform other duties as assigned

Instructional Responsibilities

- Adhere to Bright Star curriculum maps and guidelines
- Create weekly lesson plans/overviews
- Plan rigorous lessons aligned to the California State and/or California Common Core standards
- Differentiate lesson plans for a variety of learners (kinesthetic, gifted students, English Language Learners, and/or students with IEPs, etc.)
- Implement feedback from administrator regarding lesson plans and/or execution
- Establish and maintain positive classroom environment
- Implement Bright Star's Expected School Learning Results
- Support instruction with school-wide supplemental programs (i.e., Reading Counts/Study Island)
- Maintain grade books and meet reporting deadlines (i.e., OT/CU or progress reports)
- Communicate with families regarding student academics and behavior
- Collaborate with Special Education Team
- Use planning periods for the advancement of student academics
- Tutor students in need of remediation
- Perform other adjunct duties

D. Dean of Student Affairs

The Dean of Student Affairs (DSA) will manage non-educational student services, the development and implementation of positive behavioral programs, all discipline issues and proceedings, as well as the management of the Detention Hall. The DSA may also act as a counselor to students and will be expected to make appropriate referrals to outside community resources. The DSA will be responsible for the tracking of discipline incidents and referrals, investigations, and documentation. The Dean will be

expected to communicate consistently with families, teachers, administration and the Director of Student Services. The Dean will also act as liaison with Los Angeles Unified School District in the event of any expulsion, and may be expected to interface with police and probation officers. The objective of this position is to ensure that all procedures are followed with strict adherence to Bright Star School policy and Charter. The Dean of Student Affairs will assure all students are treated in a fair and respectful manner while being held accountable to the Bright Star discipline and the Honor Code.

Qualifications and Characteristics:

- Ability to develop and build relationships with students and their families
- Strong oral and written communication skills
- Experience working with at-risk youth
- Advocacy skills
- Fluency in Spanish required
- Must be detail oriented
- Ability to manage the Detention Hall
- Ability to develop and work with various student tracking systems, and use discipline data to inform school-wide social, emotional and academic practices
- Excellent organizational skills
- Proactive approach essential
- Must embody a high sense of integrity and professionalism
- A bachelor's degree or higher
- Experience in a school based setting a must
- Knowledge of adolescent development, social work or clinical psychology desired

E. Student Data Coordinator

Student Data Coordinator (SDC) supports school and home office with maintaining student information system and completing weekly/monthly/yearly reports and ongoing projects.

Responsibilities:

- Maintenance of school database within Illuminate (student information system) including but not limited to:
 - Enrollment
 - Student scheduling
 - Attendance
 - Demographic information
 - Staff information
 - Grade reporting tables.
- Assist with monthly reports to be submitted to the district and the CMO (i.e.: LAUSD Classification, LAUSD attendance, etc.)
- Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.
- Generate and distribute student progress reports to parents.
- Maintain student assessment accounts/profiles (Illuminate, etc.).
- Assist and coordinate in distribution of data to schools and home office departments

- Run weekly student achievement reports and review with administrators.
- Complete quarterly/yearly district and state reports (CALPADS, CBEDS, SARC)
- Process National School Lunch Program/income applications and verify accuracy.
- Support school wide activities, (i.e. parent conferences).
- Respond to parent inquiries in person and via telephone.
- Assist in translating projects.
- Perform other duties as assigned.

Qualifications:

- College degree
- Must have experience with student information system.
- Bilingual - fluent in Spanish and/or Korean preferred.
- Must have access to reliable transportation.
- Charter school experience, preferred.
- Highly proficient with Microsoft Excel.
- Computer proficient; highly organized, ability to work with Microsoft and Google Productivity Suites

A. Instructional Assistants

VAHS’s instructional assistants (IAs) are of great value to the overall academic program of the organization. Not only do they assist the teachers, but many IAs also serve as tutors and lead individual classes during the afterschool program. IAs are not only fully committed to the vision and mission of the school, but they are our primary source for substitute teachers and some even matriculate to become full-time teachers in the general education classroom with Bright Star Schools. As teachers teach the academic curriculum, our IAs have their own unique duties to drive the cultural framework of the schools. Our IAs help our schools realize our extensive academic and cultural programs.

Responsibilities:

Student Supervision

- Orients and provides instructional assistance to individuals or small groups of students.
- Tutors individuals and small groups of students in various subject areas.
- Assists teacher in establishing and maintaining a clean, safe and pleasant classroom and learning environment.
- Assists in preparing instructional materials.
- Assists in maintaining student records and files.
- Operates equipment such as copy machines, computers and audiovisual equipment.
- Supervise students in all indoor and outdoor activities, ensuring a safe environment.
- Supervise students during breakfast, lunch and snack time.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children’s behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them.
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.
- Maintain open lines of communication with the teacher and classroom team to ensure the individual needs of all children are met.
- Provide support to others.

- Performs related duties as assigned.

Qualifications and Characteristics

- At least 48 college semester units required.
- Bachelor's Degree desired.
- Bilingual (Spanish/Korean) desired.
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization, and driven by excellence.
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and prior.

G. Office Manager

The office manager of VAHS ensures the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school. The office manager reports to the Principal. Office Managers should have at least two years of experience working as an office manager, administrative assistant, project manager or equivalent position. They effectively use standard office machines and computer software programs such as Microsoft Word, Excel and Outlook. They speak, comprehend, read and write fluently in English and Spanish. They effectively attend to the details of work, and conduct all job duties with accuracy and preparedness.

Responsibilities:

- Greeting and signing in all visitors and managing school reception area
- Answering phone calls, directing calls, taking messages, placing outgoing calls, and managing schoolwide notifications/communications
- Printing, distributing and translating of school documents as needed
- Ensuring that the RKHS front office is at all times neat, organized and stocked for general use
- Managing office/administrative budget and teacher purchase requests
- Overseeing completion of daily checklist for Instructional Assistants
- Organizing and preparing for school events and activities (such as New Student Orientation, Summer Registration, etc.)
- Overseeing daily student attendance reconciliation and supporting monthly attendance reporting
- Managing student cumulative records, securing missing forms, and ensuring the confidentiality of all student records, including password management for student Illuminate accounts
- Processing student records requests, including enrollment verification letters, proof of free/reduced lunch status and report cards
- Updating student electronic records, including student enrollment/registration packets, using the school's student information software for all new and late enrollees
- Coordinating school facility and lunch/breakfast vendors in conjunction with Operations Department
- Leading monthly fire/earthquake/lockdown drills and keeps log
- Processing student injury reports

- Managing check in/out process of office laptops/laptop cart
- Performing all duties as designated for the school's successful functioning, including hallway supervision, arrival/dismissal, and meals

Qualifications and Characteristics

- Knowledge of MS Office (Word, Excel) and Google Docs/Gmail
- High School Diploma or GED
- Minimum 1 year customer service experience
- Excellent phone etiquette
- Outstanding attention to detail
- Excellent verbal communication skills
- Bilingual (English/Spanish or English/Korean) required, trilingual (English/Spanish/Korean) preferred
- Able to multi-task and work in a fast paced environment
- Should be customer service driven
- Knowledge of MS Office (Word, Excel) and Google Docs/Gmail
- High School Diploma or GED

H. School Counselor

As the Bright Star Schools organization continues to grow in number of overall students, and enrollment at each school site, it is increasingly important that each of its students and their families has a designated advocate on campus. This role will be that of a school counselor; someone who provides support and assists in the communication between each student and their teachers, administrators, parents, coaches, and prospective colleges. The Counselor will be part of all student and family facing functions for VAHS and will ensure the success of their assigned students while they are at Bright Star and transitioning into life beyond. Counselors are a critical part of the Connections Program.

The Connections Program will focus on two core areas:

1. Student Services
 - Relationship building and mentoring
 - Academic counseling and support
 - Social and emotional support
 - College and Career Counseling
 - Community resources and referrals
 - Participation in Student Activities i.e. chaperoning
2. Family Services
 - Parent education and engagement
 - Volunteerism
 - Provide family resources and referrals

Responsibilities

1. Academic Counseling & Direct Academic Support
 - Course selection and scheduling
 - Teacher / classroom check-in and push-in academic and behavioral support
 - Ensuring students meet their Bright Star Schools Graduation and promotion
 - Requirements with quarterly academic check ins

2. Student Mentorship & Counseling
 - Behavioral guidance and support
 - Appropriate identification of students social and emotional needs
 - Provide resources and referrals as necessary

3. Parent Liaison
 - Ensure parents understand the promotion and graduation requirements at Bright Star Schools
 - Offer resources and support for family challenges
 - Home visits must be conducted monthly or more often if needed to ensure home and school partnerships

4. College and Career Counseling
 - Assisting with the registration of standardized testing
 - College identification
 - Application process
 - Scholarship application process
 - Assisting with the financial aid process
 - Participate and facilitate College Knowledge Academy at all grade levels

5. Other Duties may include (based on experience and skill set)
 - Coordinate Parent Group activities
 - Develop Parent Education curriculum
 - Coordinate Student Activities
 - Develop and maintain relationships with colleges
 - Research and share Summer program, internship and scholarship opportunities

Qualifications and Characteristics:

- Pupil Personnel Services Credential required
- A deep understanding of child and adolescent development is imperative
- Strong oral and written communication skills including advocacy skills; fluency in Spanish highly desired
- Ability to connect and build relationships with students and their families
- Ability to facilitate connections with students and faculty, and to work with tracking systems (organizational skills required).
- Experience working with at-risk youth

- Proactive, self-starting and motivating approach essential
- Familiarity with Naviance and Illuminate a plus
- College degree required

5.3 Employee Positions – Other Roles

A. A pool of day-to-day substitutes will be established and a list of qualified substitutes is maintained.

B. Office Personnel

Clerical staff will be selected by the principal of the school, and/or the role's hiring manager on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities:

- Answering phones;
- Filing reports;
- Enrolling students;
- Managing and monitoring office operations in collaboration with the Executive Director and Principal;
- Ordering and purchasing supplies and vendor management;
- Developing and implementing clerical and administrative procedures for daily school operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned;
- Bilingual translation and communication with parents.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

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 school site 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain 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 grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

6.1: Custodian Of Records

In accordance with California Department of Justice requirements, the HR Director will serve as VAHS's custodian of records.

6.2: Student Health And Wellness: School Promotion Of Health And Wellness

All Bright Star Schools take a holistic approach to understanding and developing student wellness. At VAHS, the following components are part of our student health and wellness curriculum to ensure all students are able to thrive and succeed.

1. Physical Education

VAHS' physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. In order to address health and wellness, all children at VAHS have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares students for the California Fitness Gram Physical Education test, teaches students different sports and games, and reinforces nutrition, teamwork, and fair play.

2. The Connections Program

The Connections Program is our most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students. Bright Star Schools designed the Connections Program so every student has an ally on staff whose sole purpose is to help them graduate from high school, prepared to succeed in higher education and thus find success in career and life. The Connections Program provides every VAHS student with individual guidance counseling, academic support, and social service referrals from their personal advocate (“Counselor”).

Counselors complete intake forms to gather information about their student’s school and home life, interests, and goals and aspirations and identify gaps where additional supports are needed, such as tutoring, enrichment classes, social services referrals, etc. Together, students and their Counselors set short and long term academic and personal goals and discuss progress towards these goals during regular check-ins. Counselors attend staff meetings to discuss their students with classroom instructors and work with local service providers to connect families with the social supports they need (domestic violence prevention, computer literacy workshops, job trainings, immigration law attorneys, mental health counseling, family planning, etc.). The team of Counselors lead family activities and monthly Parent Education workshops.

The primary focus of The Connections Program is student success today, in college, career and in life. We believe in a holistic approach to working with students and their families in order to overcome barriers to academic success. One initiative we use to accomplish this task is focusing on meeting our student’s individual needs. To meet these individual needs, each Counselor utilizes the following strategies:

- a. **Relationship Building and Mentorship:** We believe that building rapport with a student is the most important task of a Connector. Rapport is built through being a consistent and reliable adult in the youth’s life. The Connector models appropriate behavior and respect by being culturally sensitive, always keeping their word, following through in a timely fashion, being friendly and polite, always helpful and respectful. Our team demonstrates professionalism through their words and their actions.
- b. **Academic Counseling and Support Through Individual and Group Sessions:** Counselors meet with their students one on one a minimum of three times per school year to discuss academic progress and set SMART goals (specific, measurable, attainable, relevant and timely). Students also meet with Connectors in groups to discuss general academic topics such as A-G requirements and graduation and promotion goals.
- c. **Social and emotional support and guidance:** Counselors are available to their students to listen, support, empathize and guide them towards healthy social and emotional development. Being open-minded, trustworthy and respectful of our student’s personal situations is an imperative. Bright Star Schools also partners with several community mental health organizations to offer additional support and services to identified students.
- d. **College and Career Counseling:** Each of our campuses offers college and career counseling through individual and group sessions. We utilize Naviance, a college and career readiness platform, to help connect academic achievement to post-secondary goals and track student’s progress towards their ultimate goals.
- e. **Community resources and referrals:** We have partnered with a variety of community agencies to assist us with meeting our students and families varying needs from tutoring and academic services to medical and dental clinics. Our partners include LIFT, Didi Hirsch, and Family Source Centers of Los Angeles, to name a few.

- f. **Supporting and Encouraging Student Activities and Extracurricular opportunities:** Counselors support and encourage students activities by promoting opportunities that may be of interest to an individual student, by attending school events such as dances and sporting events, and by coordinating various opportunities such as the Adelante Young Men's and Women's Conferences and trips to college fairs.

3. Healthy, Hunger-Free Kids Act of 2010: Because such a large population of our students are eligible for free and reduced lunches, VAHS partners with a local school lunch provider to ensure all students, regardless of eligibility, have a free lunch meeting the nutritional guidelines of the National School Lunch Program

Element 7: Means to Achieve Racial and Ethnic Balance

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

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.

7.1 VAHS Plan To Achieve and Maintaining LAUSD’s Racial And Ethnic Balance Goal.

VAHS will implement a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts will be carried out from December through August. VAHS is committed to serving all ethnic groups and thus, uses various advertising techniques to recruit students from all backgrounds.

Each year, Bright Star Schools conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. A committee, comprised of various stakeholders from the instructional, administrative and operational sides of the school, meets regularly to complete a complex problem solving model. Using both quantitative and qualitative feedback from the previous year, the model allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions, and generate strategies to successfully implement and track solutions in the upcoming year. One of the most valuable sources of data for this exercise comes from non-mandatory exit interviews (of families that have transferred from VAHS to another school site) through which feedback is gathered by

VAHS administrators from the students and parents who choose not to enroll or re-enroll at VAHS.

Externally, VAHS will address retention and attrition through the development of school-based family engagement systems and strong partnerships that support teaching, learning, and student achievement. The Director of Student Services will oversee coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns. The bi-annual parent surveys are an important component for they provide feedback that guides our parent engagement efforts. Because we understand the fundamental role parents play in their child's education, we do our best to support parents in their role as parent educators by providing them with resources to develop their skills and monitor their children's learning at home. Resources include: parent workshops, meetings, skill development opportunities and online tools. This collaboration not only helps build a strong relationship with parents, but directly correlates to an increase in student achievement and retention.

Recruitment Plan

Some of the methods shall include, but are not limited to the following:

- Distribution of informational materials to community organizations including community religious institutions, and other organizations that serve various racial and ethnic populations, such as the Panorama City and San Fernando area libraries, recreation centers, local businesses, high schools and faith-based organizations.
- Presentations at various multi-ethnic events, including community fairs and festivals.
- Advertisements on social media, as well as on local billboards and bus benches.
- Outreach meetings in several Local Districts to reach prospective students and parents.
- Providing opportunities for parents to speak to our representatives outside popular shopping venues throughout San Fernando Valley area.
- Development of promotional materials in various languages, mainly Spanish, to inform non-English speaking populations about our school.
- Work with a diverse group of parent ambassadors to reach out to their community ties and social circles.
- Mail school and enrollment information to areas with high African-American and Latino/a populations.
- Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. The backgrounds of our student body consist of Latino/a, African-American, Asian and Pacific Islander, among others. VAHS will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. VAHS seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Panorama City. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, VAHS's target demographic seeks to serve that population.

As stated in our vision, VAHS seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, VAHS is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within LAUSD's territorial jurisdiction. In order to accomplish this, VAHS conducts the following recruitment efforts, outreach programs and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.

- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience (ethnicity/race, socio-economics, parent education levels, etc.), including community presentations, flyers, the school website and/or sending out press releases to the local media.

Specific outreach regarding enrollment

To keep up with the changing community we live in, Bright Star has also created digital advertisements for our website and for recruitment purposes. To view these portals, see below.

Website: <http://www.brightstarschools.org/District/Portal/Enrollment>

YouTube advertisement: <https://www.youtube.com/watch?v=8AEftWGA8RI>, as featured on Bright Star School's YouTube channel here: <https://www.youtube.com/user/brightstrschool/featured>

Element 8: Admission Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(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 is open to 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, 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.

8.1: Admissions Requirements

By charter school law, our school has open admission for any student who seeks to enroll in our academic program. Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with Individualized Education Plans (IEPs) enroll, it is the school's policy to collect any and all information pertaining to the student's IEP. Our school is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in college and life. Our school will serve a community where on average 80-95% of the students in our target population qualifies for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to students within the communities we intend to serve.

8.2: Student Recruitment

Our school outreach team conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including home mailers, postering, flyering, local school visits, community-based organization visits, presentations at various multi-ethnic events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in Los Angeles-based English and Spanish publications. All promotional materials are in various languages as needed, thus far Korean and Spanish, to inform non-English speaking populations about our school.

In order to ensure we attract low-achieving, economically disadvantaged and students who require inclusive education, we conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our materials specifically highlight that we serve students with IEPs as well as English language learners. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance. Information on the percentage of special education (SPED), ELA, and Free and Reduced lunch students we serve and the supports we provide are given in details during winter and spring Information Sessions as well as the new student Orientation in July. Families who want more information about our SPED and ELA services are scheduled for a one on one call or meeting with one of our SPED Directors.

During the enrollment process it is the school's policy to collect any and all information pertaining to the student's IEP, so that we can provide all necessary and timely services.

8.3a: Lottery Preferences and Procedures: Identification and Rationale of Admission Preferences

If the Charter School receives a number of applications that exceeds the number of available spaces, a single public random drawing/lottery will be conducted. Exemptions and preferences will be offered in the following categories in accordance with reconciliation of state and federal laws.

LOTTERY PREFERENCES AND EXEMPTIONS

If there are more seats available than student applicants with preferences, then all students with a preference will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all student applicants with a preference, an initial lottery drawing will be held for the students with preferences. This does not apply to existing students. The students who are drawn up to the amount of seats available will be offered a seat, and the remaining applicants with preference will be placed at the top of the charter school's waitlist.

Applicants with Preference

1. Siblings of a currently attending VAHS student.
2. Children or wards of VAHS employees who reside in the District, limited to 10% of the charter school's total enrollment.

In order to align with VAHS's value of serving the community we offer sibling preferences to align to our value of serving the entire family. Additionally we have offered employee preferences in order to increase investment of employees who will not just work for Bright Star schools but also be parents of VAHS students.

8.3b: Lottery Preferences and Procedures: The Manner in which the School Will Implement a Public Random Drawing in the Event that Applications for Enrollment Exceed School Capacity.

Our admissions process begins with the submission of an "Intent to Enroll" form (application) at any time during the year. Submitted applications are date-and-time stamped and student names are added to an application roster to track receipt. Applicants who submit an "Intent to Enroll" form before the lottery deadline are counted to determine if Charter School has received a number of applications which exceed available seats. If there are more applicants than available seats, the Charter School holds a public random drawing to determine enrollment. The public is notified of the random drawing through our website. Applicants who have submitted an "Intent to Enroll" form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses. If there are more available seats in a grade level than there are applicants, all students who have submitted an Intent to Enroll form will be offered a seat.

A. Summary of School's Application and Enrollment Process

1. Open Application Period – from the first day of the academic year prior to the academic year being applied for (usually in August) until the final day of the actual academic year being applied for (usually in June). Completion of an Intent to Enroll form at any Bright Star school or online.
2. Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
3. Random Public Drawing (during the month of April each year). Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
4. Notification to families of outcome (offering of seat or wait list position)
5. Enrollment Packet Submission (to be completed by family within two weeks of receiving their seat offer).
6. Complete Registration forms in July.

B: The Timelines under which the Open Enrollment Period and Lottery will occur.

Please see above under the "Summary of School's Application and Enrollment Process" for timeline of enrollment and lottery activities.

C: The method the school will use to communicate to all interested parties and the rules to be followed during the lottery process.

Applications are available digitally online on the Bright Star Schools and school web pages and hard copies are available at all Bright Star school sites. Our school advertises the open application period to the surrounding communities and also communicates the timeline, rules and procedures for the lottery process. Typical methods for these communications include, but are not limited to, web advertising, newspaper ads, home mailers, fliers, and sign/billboard advertising. When a family submits an application they receive a follow up personal call and/or email to verify receipt and to list next steps which include an invitation to Information Sessions, the Lottery (including rules and procedures). Lottery procedures are also reviewed in detail at the Information Session and during lottery invitation emails and calls. Lottery rules and procedures can also be found on our website.

The rules to be followed during the lottery process are outlined in the opening narrative of Section 2 and in 4 directly below.

D. The method the school will use to verify lottery procedures are fairly executed.

The lottery is coordinated and moderated by the Director of Outreach and Enrollment in a location open to the public and advertised to the school community. Given the native languages of the anticipated target community, all proceedings are conducted in English and Spanish.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are published in English, Spanish, as needed. Results are mailed to all applicants and follow up phone calls are made by the Outreach Team and/or school Office Managers.

Families who have been offered admission are notified of acceptance within a week of the lottery by the Enrollment Team and/or Office Manager and must accept enrollment for their student within two weeks of notification by confirming with the school staff or our Enrollment Team their intent to complete the enrollment process and/or submitting a completed Enrollment Packet.

Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The lottery is made through SchoolMint, a digital lottery management and enrollment program. All applications and preferences are entered and verified in the system ahead of time. When families check-in on the day of arrival, their name will be included in the lottery. The screen with the results is projected in a public space so all attendees can see. Additionally, the enrollment team reads the names individually, including the order of the wait list.

The time and location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.

The random public drawing (lottery) is held at the Charter School campus, to ensure the space is large enough to accommodate all interested families and to ensure accessibility for interested families. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have submitted an Intent to Enroll form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters

sent to home addresses.

The random public drawing (lottery) will be scheduled in April of each year, in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the families in our school community to attend. This is typically between the hours of 6pm and 8pm on a weeknight, or between 8am-10am on a Saturday morning.

The procedures the school will follow to determine waiting list priorities based upon lottery results.

A waiting list is implemented when the number of applications exceeds the enrollment capacity at the Charter School. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for the Charter School is reached will be placed on a waiting list in the order they are drawn.

New applicants who submit and Intent to Enroll form after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. In the case that a student applies and has an admission preference (outlined in 8.3a above), that applicant will be provided a numerical ranking in the waitlist after all other current applicants on the waitlist with enrollment preferences but ahead of all applicants without an enrollment preference.

As seats become available in a grade level, the student with the lowest numerical ranking will be offered that seat.

The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.

Once a grade level seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the parent/guardian are notified of acceptance by the Enrollment Team and/or Office Manager immediately. The parent/guardian must accept enrollment for their students within two weeks of notification by confirming with the school staff or our Enrollment Team their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The records the school shall keep on file documenting the fair execution of lottery procedures.

Copies of all “Intent to Enroll” application forms, lottery results and waiting lists are readily available for inspection at the school office. These records will be maintained by the Enrollment Team. The school has developed a Lottery Policy document that has been approved by Bright Star Schools’ Charter Management Organization (CMO) and the Board of Directors. It is available to the public at any time by contacting the Enrollment Team at the Bright Star CMO office

Attendance Accounting

Our Charter School will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for LAUSD, LACOE and CDE. Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD as required by the District.

Bright Star Schools will provide to LAUSD the following information for each academic year:

- Norm Day Classification.
- List of all highly qualified Certificated Personnel in core subjects as defined in ESSA/ESEA policy and regulations.
- Total School Enrollment.
- List of Emergency Credentialed Teachers in non-core subjects.
- Number of Students by Grade Level.
- Unfilled Classroom Teacher Positions.
- Number of Students by Ethnicity & Grade Level.
- Fiscal Year-End Financial Report.
- Number of Students Living Outside LAUSD Attendance Area.

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(b)(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)(5)(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

9.1 Annual Audit Procedures

Adequate cash flow for VAHS is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Executive Director and Chief Financial Officer regularly prepare financial reports, including balance sheets and cash flow statements that the Board of Directors reviews during their board meetings. The Executive Director and Bright Star Schools support team maintain financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

The above-mentioned plans and systems are used to provide information for an annual, independent financial audit. On an annual basis, the Chief Financial Officer is responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller’s Office on its list of education auditors with education finance experience to audit the school’s financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and in accordance with the provisions within the California Code of Regulations governing audits of charter

schools as published in the State Controller's Guide. The Chief Financial Officer is also responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The Bright Star Schools Board Finance/Budget/Audit Committee reviews any audit exceptions or deficiencies and report recommendations to the full Board as to how these have been, or will be, resolved. The Bright Star Schools Board acts upon these recommendations, and reports its action to Los Angeles Unified School District to the satisfaction of the District, and within an outlined timeline.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 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, 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.

10.1 Discipline Foundation Policy

Bright Star Schools does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at Bright Star Schools are dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent/guardian, social worker or probation officer and ineligibility for particular privileges.

Bright Star Schools uses a value based system to develop and promote positive student behavior and supports. These supports include school wide incentive programs, community building activities and relationship building practices at all grade levels. Professional development is offered at all levels of the organization to support the importance of building healthy relationships, strong communities and development of restorative practices. Professional development is offered for all staff prior to the beginning of the school year, and org-wide professional development events are facilitated 5 times each year. Each year a professional development plan is created in alignment with feedback from data and surveys of all stakeholders. Students who do not adhere to stated expectations in the school's student handbook for behavior and who violate the school's rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Behavioral counseling
- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school support staff
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Formal restorative conferencing
- Suspension (for an offense deemed suspendable by Ed Code)
- Expulsion (for an offense deemed expellable by Ed Code)

Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other tiered intervention strategies will be required to attend a meeting with appropriate school staff and the student's parent/guardian. Tiered interventions for behavior may include, but are not limited to, Ripple Effects, one on one counseling, targeted behavior interventions. The Dean of Student Conduct will prepare a specific, individual behavior contract outlining future student conduct expectations, timelines, supports and consequences for failure to meet the expectations which may include, but are not limited to, suspension for offenses deemed suspendable by Ed Code. Behavior contracts are not inconsistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Bright Star Schools staff are trained and annually review in de-escalation strategies for students in Bright Star Schools. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and safely stabilize students through de-escalation techniques who have been triggered.

All discipline policies and its procedures will clearly describe discipline expectations, and it will be printed and distributed as Part of the Parent/Student Handbook] which is sent to each student at the beginning of the school year. The contents in this handbook are not inconsistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law. The principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 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 leaving from school
- During, or traveling to or from, a school-sponsored activity

10.2: Grounds For Suspension And Expulsion

Offenses for Suspensions and Expulsions

Mandatory Suspension and Recommended Expulsion

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.

Discretionary Expulsion/Suspension

In addition to the mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below and that additional findings per Ed Code 48915(b) are present:

1. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
2. 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.
3. 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.
4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
5. 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.
6. 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.
7. 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.

8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Knowingly received stolen school property or private property.
12. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
13. Aided or abetted the infliction or attempted infliction of physical injury to another person.
14. Engaged in sexual harassment as defined in Education Code Section 48900.2.
15. 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.
16. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
17. 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.

In-School Suspension

Bright Star Schools shall offer in-school suspension as a means of reducing time missed from learning for behavioral issues. School Counselors work with the student and the family to arrange a schedule for the student to engage in credit recovery and after-school tutoring as needed to ensure she is able to keep up with school work while on suspension. The maximum number of days of in-school suspension per incident in an academic year shall not exceed 5 days.

10.3 Procedures For Suspension

A student may only be suspended by the school Principal, an Assistant Principal, or the Dean of Student Conduct as assigned by the Principal in the case of the Principal's absence or inability to carry out proper suspension procedures. Additionally, in-school suspensions will only be used in the same cases in which the school would recommend an out of school suspension. It is up to the discretion of the disciplinary panel to determine what will most benefit the student and will not impose undue hardship upon the family unit.

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Principal, or Principal Designee, with the student and the student's parents or guardian. This conference is an opportunity for the student to present witnesses or testimony about the incident in question, and to speak candidly about the situation with administration. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the

parents/guardians will be notified of the suspension and a conference will be conducted with the principal as soon as practicable.

At the time of the conference, the student will have had the opportunity to engage in restorative practices. At that time, an investigation would have take place including, if applicable, the gathering of witness statements and the student statement in regards to the event. This provides time to share with the student and parent/guardian the details of the suspension, discussion and review of process and paperwork.

Step 2: Notice to Parents

Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the principal shall make a reasonable effort to contact the parents/guardians by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors, such as contributing life events and circumstances, and whether other means of correction can adequately reduce the length or suspension. For students with IEPs, the Resource Teacher and/or the Director of Special Education will counsel the Principal on additional factors that are relevant to making the determination. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the additional term of the suspension. A suspension exceeding 5 days would occur in the event that the Principal does not believe, based upon the offense and conference with student and family, that the student is willing or able to return without significant risk of harm to themselves or other students. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. In the event the student is suspended for this amount of time they are placed in an interim educational setting within the District.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

10.4 Expulsion Procedures

Administration's Communication To Parents And Students Of Potential Disciplinary Action

If the Principal recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. During this conference, the student and parents are offered the opportunity to be heard and offer justification for the behavior that lead to the potential expulsion. This determination will be made by the Principal upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

10.5 Expulsion Hearing

Students recommended for expulsion is entitled to a hearing, to determine whether or not the student should be expelled. The hearing will be held within 30 days, after the date the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by an impartial Disciplinary Panel comprised of three governing Board members appointed by the Board of Directors. A Facts and Findings document will be prepared by the principal or designee to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

The principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or non-attorney adviser.
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures
- Notification of the availability of language support including directions for parent to request
- There may be special rules and procedures for incidents involving sexual assault/battery

If the student brings a parent/guardian/advocate; it is the student's right to do so. The Student will have the opportunity to speak and address the panel and also to answer questions.

The Impartial Disciplinary Panel, comprised of members from the Bright Star Schools Board of Directors, conducts the hearing and makes a decision. A written response is provided to the principal and the family indicating their final decision within 24 hours of the hearing.

Language support will be made available at the hearing, upon request, in the event that any party involved in the hearing has a primary language other than English.

In any sexual assault or battery case, the Principal 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 Panel identified above overseeing the hearing.

The complaining alleged victim 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 or non-attorney adviser, and (c) elect to have the hearing closed while testifying.

A record of the hearing shall be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the hearing transcript or recording will be provided to LAUSD, upon written request. A parent or student may request a copy of the hearing to be produced by the Charter School by contacting the Charter School Principal.

10.6 Appeal Of Suspension Or Expulsion

Parents/guardians will be notified by the Principal through a telephone call and in writing in regards to the enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Principal or the Dean of Student Conduct (as a designee of the Principal). A suspension appeal may be made in writing to the Head of Schools/Deputy Superintendent of Education within the term of the suspension. Within 48 business hours of receipt of the suspension appeal, a decision will be made by the Head of Schools/Deputy Superintendent of Education regarding the result of the appeal hearing of the student suspension, and this decision will be considered final.

An expulsion may be appealed in writing within ten working days of the communication of the expulsion to the parent or guardian and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The Bright Star Board of Directors, minus the three members of the original panel, shall hear the appeal. For an appeal, the student and guardian and or advocate may provide the reasons they disagree with the original findings and or his/her rationale for why they feel in some way the process was flawed. The school will also have the opportunity to represent their findings and reason for original decision.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why appeal was denied, and will be given a readmission eligibility review date.

The decision of the Bright Star Board of Directors will be final.

10.7 Policies And Procedures Regarding Rehabilitation, Reinstatement, And Readmission.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior such as sexual assault shall be communicated to the district/school to which the student matriculates.

The term of the expulsion shall remain in effect for not more than one academic year or until the Governing Board of Bright Star Schools otherwise authorizes the Pupil's readmission upon successful completion of the rehabilitation plan. The terms of the rehabilitation plan are developed by considering logical consequences for the behavior which the student is being expelled. During the time of the BSS expulsion, the student shall comply with all state laws, and have satisfactory grades and attendance during the time of the expulsion, and may be asked to receive appropriate and related counseling services.

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be at the sole discretion of Bright Star Schools and the student and parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of the Charter School at the time the student seeks readmission.

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(b)(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.

11.1-3: Retirement Systems for Staff Members

The Bright Star Schools Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, Part-time staff, etc.).

VAHS teachers participate in the California State Teachers’ Retirement System (CalSTRS). VAHS’s Principal, with the assistance of the school’s back-office services provider, coordinates such participation as appropriate, with the social security system or other reciprocal systems. VAHS shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for CalSTRS or similar programs. All withholdings from employees and VAHS will be forwarded to the CalSTRS Fund as required.

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

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, 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, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

In other words,

- Certificated employees participate in CalSTRS retirement system
- Classified employees participate in a 403(b) retirement system
 - Classified employees do not participate in CalPRS

The Chief Financial Officer will ensure the appropriate arrangements for coverage have been made and will be sustained.

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(b)(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.

12.1: How Parents Will Be Informed of Public School Alternatives

As a school of choice, VAHS does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

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(b)(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(b)(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 §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

Melissa Kaplan, Deputy Superintendent of Education

Valor Academy High School

2636 S. Mansfield Avenue

Los Angeles, California

90016

- 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:

[REDACTED]
Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Melissa Kaplan, Deputy Superintendent of Education

Valor Academy High School

2636 S. Mansfield Avenue

Los Angeles, California

90016

- 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 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, and conclude within forty (40) business days 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(b)(5)(O).)

“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(b)(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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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.

REVOCAION 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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:

3. A description of the circumstances of the closure
4. 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.

15.1 The specific position(s) that will serve as the school's closure agent(s) in the event that the school closes:

Bright Star Schools' Executive Director and Deputy Superintendent of Education, along with the VAHS Principal, will serve as the 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 shall not exceed five (5) years or 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. 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.
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. *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.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance 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."

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Valor Academy High School (also referred to herein as “VAHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL 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(b)(5)(A)(i).)

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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).

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.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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(b)(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 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 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(b).

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.²²

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 Public Records Act.

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.

²² *The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.*

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. 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.

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.

Element 5 - Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. 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.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

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 school site 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain 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 grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 - Means to Achieve Racial and Ethnic Balance

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

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.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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, 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.

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(b)(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)(5)(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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 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, 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.

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(b)(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.

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(b)(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.

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(b)(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(b)(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 §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

Director/Principal
[Charter School Name]
[Charter School Address]

- 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

Director/Principal

[Charter School]

[Charter School Address]

- 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(b)(5)(O).)

REVOCAION 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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.

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. 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.
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. *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.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“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.”

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)