



VALOR ACADEMY
MIDDLE SCHOOL

A B R I G H T S T A R S C H O O L

Petition for Charter Renewal

2019-2024

Respectfully Submitted to the
Los Angeles Unified School District
Wednesday, October 3

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Assurances, Affirmations and Declarations

Valor Academy Middle School (also referred to herein as “VAMS” 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 measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated 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 | |
| • The contact person for Charter School is: | Brian Perry, Principal |
| • The contact address for Charter School is: | 9034 Burnet Ave, North Hills, CA 91343 |
| • The contact phone number for Charter School is: | (818) 830-1700 |
| • The proposed address or ZIP Code of the target community to be served by Charter School is: | 91343 |
| • This location is in LAUSD Board District: | 6 |
| • This location is in LAUSD Local District: | Northeast |
| • The grade configuration of Charter School is: | 5-8 |
| • The number of students in the first year will be: | 496 |
| • The grade level(s) of the students in the first year: | 5-8 |
| • Scheduled first day of instruction in 2019-2020 is: | August 20, 2019 |
| • The enrollment capacity is: | 600 |
| • The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: | Traditional |
| • The bell schedule for Charter School will be: | Regular |
| • The term of this Charter shall be from: | July 1, 2019 to June 30, 2024 |

1.2: Community Need for Charter School

Valor Academy Middle School is a charter middle school serving the communities of the San Fernando Valley, located specifically in the North Hills neighborhood, in the Bright Star Schools network.

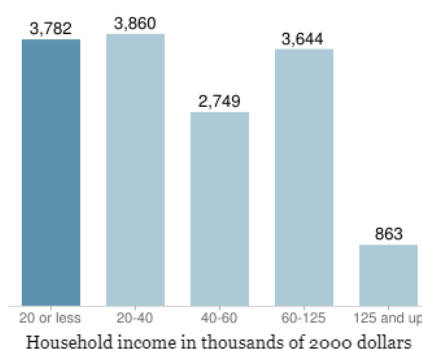
San Fernando Valley is a rapidly urbanizing community which welcomes a range of socio-economic, racial and immigrant diversity. While the community is rich in diversity, this also brings a set of challenges for community members.

The chart below¹ is reflective of the 2000 Census data as reported in the *Los Angeles Times* as indicates the average income in North Hills is \$52,468 with 69.7% of households in their community earning less than \$60,000 annually. In addition, 55.0% of North Hills residents are foreign-born and only 17.8% of residents older than age 25 have received higher education. The *Los Angeles Times* also cites that “the percentage of residents 25 and older [in North Hills] with less than a high school diploma is high for the county.” See chart below for additional neighborhood statistics.

CHART 1.1: NORTH HILLS’ SOCIO-ECONOMIC BACKGROUND

Income

- **\$52,456** median household income (2008 dollars), **about average** for the city of Los Angeles and **about average** for the county
- In Los Angeles County, **Baldwin Park, North El Monte and Unincorporated Catalina Island** have the most similar household incomes.
- The percentage of households earning **\$20,000 or less** is high for the county.



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*. Middle school is the 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, VAMS will provide a rigorous academic program, tools for good decision-making and a culture of accountability, scaffolding and creativity. The 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 a successful and contiguous TK -12 programmatic option for students and families in this community

¹Source: <http://maps.latimes.com/neighborhoods/neighborhood/north-hills/>

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. VAMS believes it is the job of middle school to ensure when students are promoted from 8th grade, they are able to confidently complete the A-G requirements in high school, as necessary for college acceptance.

To achieve this, VAMS has built the educational program to focus on strong literacy and numeracy skills, as well as social-emotional preparation, development of identity, building confidence, empathy and leadership values.

By the time a Bright Star student 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. 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.

1.2b: 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 in order to reach the whole child. The following innovative features are incorporated at all Bright Star Schools (BSS), and already have demonstrated an impact on the educational program of Valor Academy Middle School.

1. The Connections Program and Family Services
2. Restorative Justice Programs
3. Life Experience Lessons (LELs)

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 Schools designed the Connections Program so every student has ally on staff. These counselors' sole purpose is to help their student prepare for and 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. At VAMS, this means a focus on developing college awareness for students and families, including helping families understand the social and financial impact of attending college and providing series of seminars on issues related to academic preparedness, aspiration setting, financial aid, etc. In addition, The Connections Program provides every BSS student with individual guidance counseling, academic support, and social service referrals from their personal advocate, a fully PPS- (Pupil Personnel Services) credentialed School Counselor. The section below will detail the impact both the counselors and the family services have on our student population.

Program Impact: Our parent satisfaction data is overwhelming positive, with 91% of our parents positively rating the school and overall education their children receives. We believe that it is also necessary to educate 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 and families, to ensure successful outcomes for their child. VAMS’s values their trust in ensuring we provide quality education and supplementary services to ensure their child succeeds.

CHART 1.3: “I AM SATISFIED WITH THE OVERALL EDUCATION MY CHILD IS RECEIVING.”

| Year | Response |
|-----------|-------------|
| 2015-2016 | 92% |
| 2016-2017 | 96% |
| 2017-2018 | 91% |
| 2018-2019 | In progress |

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 Schools² 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 Intention
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals
- 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 the Phoenix House
- Push-in support services from campus support staff

Program Impact: 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 chart below indicates a significant decline in the suspension rate consistently in the last five years, but most especially between 2013-14 and 2014-2015 school years. During this time period, the 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,

[1] 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://ojaifoundation.org/our-programs/council-in-schools>

Deans, teachers and parents, we worked on addressing students' underlying needing which may prompt misbehavior which better allows correction.

Since 2014, VAMS's suspension and expulsion rate has decreased significantly and is approaching the average rate of surrounding schools.

CHART 1.4: COMPARATIVE SUSPENSION RATES OVER THE LAST FIVE YEARS

Source: California Department of Education

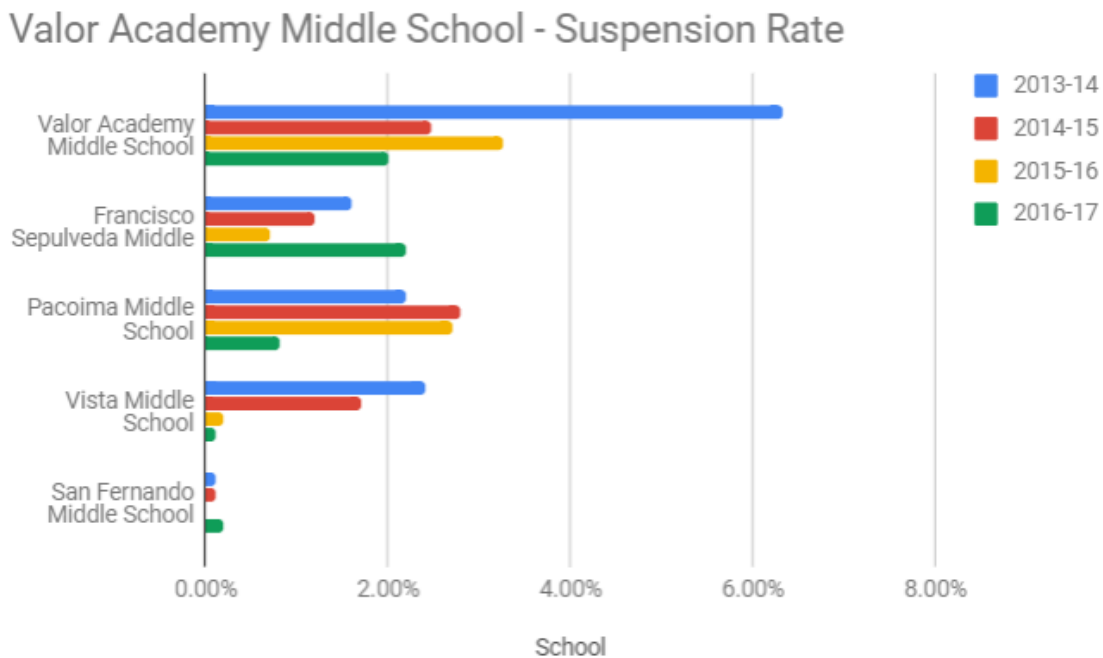
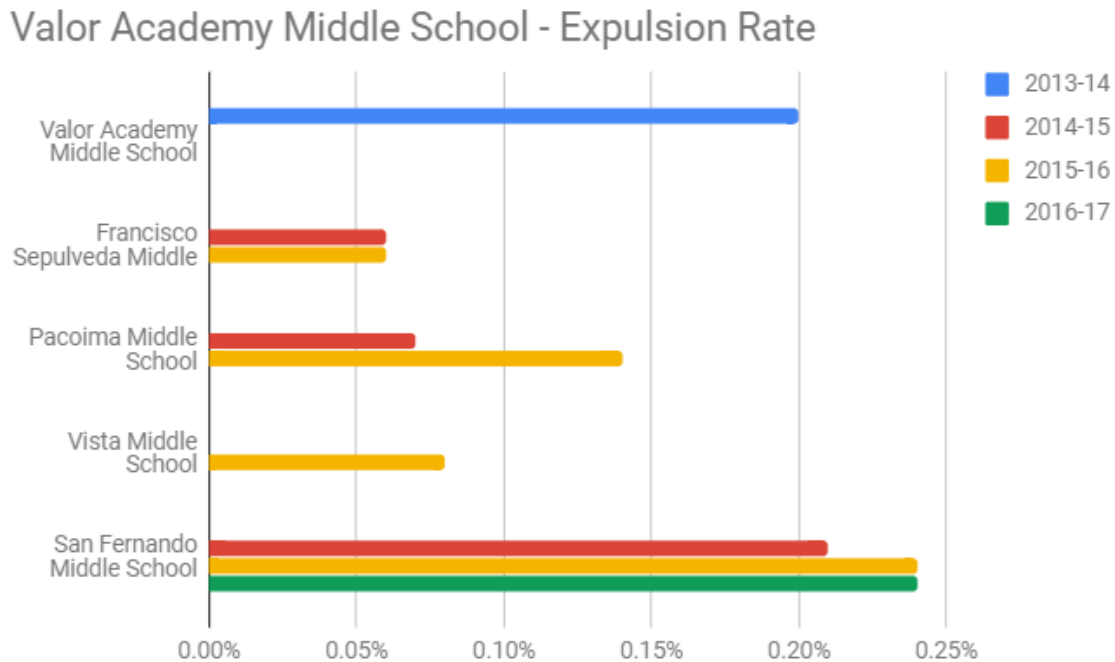


CHART 1.5: COMPARATIVE EXPULSION RATES OVER THE LAST FIVE YEARS



Additionally, VAMS places great emphasis on building a school culture based on community, relationships and creating a level of consistency that helps to avoid the majority of discipline concerns, while also valuing the involvement of all stakeholders. We have done this through the implementation of several programs and initiatives, including:

- **Intention:** Instead of simply punishing students for mistakes through a process like detention, we instead have adopted what we call Intention- a place where students meet in small groups with an instructor to discuss the meaning behind their actions, set goals, monitor their own progress, and learning how to manage their behaviors through the use of mindfulness meditation.
- **Relationship-Based Culture:** All teachers and staff use numerous strategies to build healthy, collaborative relationships with students and their families.
- **Family Engagement:** Providing opportunities to interact with and learn from our school staff through on-site English acquisition classes, technology support, workshops, additional support for parents of students with special needs, and numerous volunteer opportunities.
- **Mentoring:** Creating the opportunity for every student to have a student mentor in the grade level ahead of them. This has fostered a community of support and encouragement that provides students with a sense of belonging. Additionally, all students have an adult mentor who supports them through as they learn to have greater autonomy over their learning.
- **Culture Walks:** Continually monitoring the health of the school culture to ensure that expectations are being met by teachers and students. Culture Walks are conducted by Admin and teachers to ensure that everyone has a clear understanding of where the school needs, and where to increase our support.
- **Culturally Relevant Student Activities:** Through the use of ceremonies, student recognition programs, assemblies, field days, and celebrations for important events like Women's History Month, Hispanic Heritage Month, and our "Be Kind" campaign, we engage students in fun and exciting events that also lead them to making better and more inclusive decisions.

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, a majority of VAMS students participate in LELs. These trips are entirely paid for by Bright Star Schools. Parents are asked for a small donation as a way to ensure commitment, but it is important to note that no eligible child is ever turned away for not contributing to the donation. It is our commitment that every student will have attended at least one LEL by the end of their time at VAMS.

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. Chart 1.6 shows recent and upcoming LELs.

CHART 1.6: RECENT AND UPCOMING LELs

| | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----|--|--|--|--|--|
| 5th | Astrocamp 80 students | Astrocamp 80 students | Astrocamp 80 students | Astrocamp 80 students | Astrocamp 80 students |
| 6th | Catalina 70 | Catalina 70 | Catalina 70 | Catalina 70 | Catalina 70 |
| 7th | Utah: Zion, Arches, Bryce Canyon National Parks 45 Students | Utah: Zion, Arches, Bryce Canyon National Parks 45 Students | Utah: Zion, Arches, Bryce Canyon National Parks 45 Students | Utah: Zion, Arches, Bryce Canyon National Parks 45 Students | Utah: Zion, Arches, Bryce Canyon National Parks 45 Students |
| 8th | University Discovery Tour 90 Students | University Discovery Tour 90 Students | University Discovery Tour 90 Students | University Discovery Tour 90 Students | University Discovery Tour 90 Students |

Since 2016, VAMS students have started the year with a Beginning Experience Lesson (BEL) where 100% of students leave campus and go to places like Olvera Street, Malibu Beach, Griffith Park, and leadership camps to team-build, get to know their teachers, and to even learn more about themselves. These lessons allow students the opportunity to get to know and engage with one another in a way they may not have been able without the BEL trips.

1.2c: Success of VAMS's Educational Program

VAMS has a diverse student body, with students from all over the world and having a range of life experiences. The most common primary language spoken by VAMS families is Spanish. As noted in Chart 1.8 below the vast majority of VAMS, student qualify for free and reduced lunch and are considered to be socio-economically disadvantaged. The upcoming section (section 1.3a: Student Population to be Served) details specific demographic breakdowns.

Regardless of the challenges our student face, all student populations are performing at high levels relative to their peers at surrounding schools. In the table below, we share the CAASPP results school-wide and for significant student populations. Both performance metrics indicate that all groups are performing at high levels, especially when compared with surrounding schools.

CHART 1.7 SCHOOLWIDE AND COMPARATIVE CAASPP PERFORMANCE BY SUBGROUP

| CAASPP Performance 2017-18 | | | | | | | | | | | | | |
|----------------------------|-----------------------------|----------|------|-----------------|----------------------------------|--------|---------------------------|---------|-----------------|----------------------------------|----------------------------------|--------|---------------------------|
| School Info | | ELA | | | | | Math | | | | | | |
| School Type | School Name | Over all | SPED | English Learner | Socio-economically Disadvantaged | Latino | Overall | SPED | English Learner | Socio-economically Disadvantaged | Latino | | |
| Charter | Valor Academy Middle School | 43.84 | 8.65 | 3.7 | 42.46 | 43.07 | 37.78 | 15.94 | 4.93 | 37.07 | 37.88 | | |
| LAUSD | Francisco Sepulveda Middle | 20.98 | 2.55 | 0 | 19.5 | 17.52 | 14.14 | 0.64 | 0.79 | 12.53 | 11.09 | | |
| LAUSD | Pacoima Middle School | 30.76 | 1.84 | 0 | 29.78 | 30.52 | 17.27 | 0.61 | 0.86 | 16.8 | 17.01 | | |
| LAUSD | Vista Middle School | 23.26 | 3.24 | 0.4 | 23.4 | 22.01 | 17.26 | 3.81 | 1.51 | 17.42 | 15.96 | | |
| LAUSD | San Fernando Middle School | 31.09 | 6.82 | 3.88 | 30.52 | 30.62 | 17.54 | 2.28 | 0 | 17.88 | 17.64 | | |
| CAASPP Performance 2016-17 | | | | | | | | | | | | | |
| School Info | | ELA | | | | | | Math | | | | | |
| School Type | School Name | Over all | SPED | English Learner | Socio-economically Disadvantaged | Latino | Black or African American | Overall | SPED | English Learner | Socio-economically Disadvantaged | Latino | Black or African American |
| Charter | Valor Academy Middle School | 50 | 11 | 7 | 48 | 49 | * | 40 | 21 | 9 | 39 | 40 | * |

| CAASPP Performance 2017-18 | | | | | | | | | | | | | |
|----------------------------|-----------------------------|---------|------|-----------------|----------------------------------|--------|---------------------------|---------|-------|-----------------|----------------------------------|--------|---------------------------|
| School Info | | ELA | | | | | Math | | | | | | |
| LAUSD | Francisco Sepulveda Middle | 21 | 3 | 0 | 20 | 17 | 20 | 16 | 2 | 1 | 15 | 21 | 18 |
| LAUSD | Pacoima Middle School | 30 | 4 | 3 | 29 | 29 | 38 | 14 | 1 | 1 | 14 | 14 | 6 |
| LAUSD | Vista Middle School | 17 | 3 | 0 | 17 | 16 | 17 | 10 | 2 | 1 | 10 | 8 | 22 |
| LAUSD | San Fernando Middle School | 23 | 3 | 1 | 24 | 23 | * | 19 | 0 | 1 | 19 | 19 | * |
| | | | | | | | | | | | | | |
| CAASPP Performance 2015-16 | | | | | | | | | | | | | |
| School Info | | ELA | | | | | Math | | | | | | |
| School Type | School Name | Overall | SPED | English Learner | Socio-economically Disadvantaged | Latino | Black or African American | Overall | SPE D | English Learner | Socio-economically Disadvantaged | Latino | Black or African American |
| Charter | Valor Academy Middle School | 50 | 12 | 13 | 48 | 48 | * | 42 | 12 | 14 | 41 | 41 | * |
| LAUSD | Francisco Sepulveda Middle | 24 | 2 | 0 | 21 | 19 | 40 | 19 | 1 | 0 | 16 | 14 | 14 |
| LAUSD | Pacoima Middle School | 27 | 5 | 2 | 26 | 26 | 25 | 14 | 3 | 1 | 13 | 13 | 13 |
| LAUSD | Vista Middle School | 16 | 1 | 1 | 16 | 15 | 19 | 10 | 2 | 1 | 10 | 9 | 19 |
| LAUSD | San Fernando Middle School | 27 | 2 | 1 | 27 | 26 | 45 | 21 | 2 | 3 | 20 | 20 | 36 |

In the following section we will dig a deeper into how VAMS's educational program has supported students in EL reclassification and ELPAC passage rate. Each of these rates has been compared to the surrounding schools our students would have otherwise attended.

1.2d: Areas of Challenge Experienced and How VAMS has improved and/or Will Improve

There are three main areas of challenge VAMS has experienced in the last five years: English Language Development, Supports for Students Within Subgroups, and boosting state-test and classroom-grades related to Math scores. See below for information on how VAMS plans to improve, as well as anticipated areas of developing for the next five years.

1. **English Language Development:** Throughout the years, VAMS has experienced success in meeting the academic needs of our students, as evidenced in their performance on the CAASPP state exam. In 2016-2017, 50.31% of VAMS students Met and Exceeded the performance standards in English

Language Arts, which was higher than the Resident Schools Median of 26.75%. Additionally, 40.04% of VAMS's students Met and Exceeded the performance standards in Math, which was also higher than the Resident Schools Median of 16.33%. However, the data also showed opportunity for growth in the statistics for our English Language Learners. While our school reclassification rate of 20.9% was higher than the district rate of 16.80%, our population of Long Term English Language Learners was 11.7%, which was higher than the district average of 8.3%. This data has led to VAMS placing an increased focus on our students with English Language Development needs. With our English Language Development Coordinator, we have created a plan to integrate support for all teachers in fully implementing SDAIE ("*Specially designed academic instruction in English*") in instruction of all students, including those with needs in English Language Development. Our English Language Development Coordinator, along with her ELD Instructional Assistant, will observe teachers daily, providing feedback on SDAIE integrated strategy implementation, as well as supporting students in the classroom. Additionally, we offer designated support for these students during our Pathways block in what is called the ELD Resource Lab. During this time, our ELD coordinator will meet with targeted groups to support in their efforts for reclassification.

2. **Supports for Students Within Subgroups:** After seeing a decline in performance for students with special needs in both Math and ELA, we have made several additions to the program to allow Resource and General Education teachers more opportunities to provide support to these students. 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. We have designed supports specifically for our students that are at-risk of not meeting grade level standards mastery, and our other subgroups, including students with special needs. At VAMS, we have the following programs to address intervention, enrichment, and struggling/at-risk students:

- **Instructional Aides (IAs):** VAMS utilizes up to 10 instructional aids that help with push-in and pull-out services. The instructional aides also provide small group testing accommodations.
- **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, these teachers re-teach and pre-teach concepts for struggling students in small groups of up to 10 students.
- **Pathways:** This is a block at the end of the day that is meant to provide both intervention and enrichment for all students. We offer several key components during this block:
 - **Tutoring:** We hold mandatory tutoring for students struggling in academic classes: History, Science, ELA, and/or Mathematics. We also offer additional support during this time for students with IEP's, and students needing additional ELD supports. *In order to monitor student growth, we incorporate several metrics, including:*
 - Each unit, the NWEA Map Norm-referenced assessment is administered to measure growth in ELA, Math, and NGSS-based Science standards
 - The Scholastic Reading Inventory is administered to monitor student Lexile growth
 - Student cognitive skill growth, using our project-based learning platform;
 - The WriteScore writing exam to measure growth and ability in writing;
 - Student grades, the ACT Aspire benchmark assessment, CAASPP IAB and Smarter Balance Interim Compliance Assessment exams also monitor content-specific growth.
 - **Personal Learning and Technology (PLT):** This is a space where students can have a quiet place to begin homework or continue work on projects, in a quiet environment that may not be available to them at home. While working in the PLT classroom, students receive needed support from the teacher, peers, and student mentors.

- **Clubs:** Because we understand the power of students engaging with academic ideas in varied environments, we offer enrichment through our club programming. Some examples of clubs available to students are Choir, Robotics, the Literary Magazine, Archery, Soccer, Valor TV, Band, and many more.
- **Home Visits:** VAMS counselors and culture team will visit homes of students who struggle academically and behaviorally to put appropriate supports in place.
- **The Connections Program:** Each grade level has one counselor supporting student's socio-emotional health and academic guidance.
- **Restorative Practices:** 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.

3. **Improving Math Scores:** Though we have seen success in Math instruction, we have faced some challenge with meeting some of the cognitive engagement expectations in Mathematics, which has led to a plateau in student performance. Students enter VAMS with a wide range of levels of content mastery from prior grade levels and different schools. In addition to teaching students new content, VAMS has identified the need to also revisit and reconstruct foundational concepts and understanding for students. We accomplish this task in 5th and 6th grades by having double blocks of Math for our youngest students. Math Skills allows students to engage with the basic Mathematical concepts, based on the CA Content Standards, while Problem Solving has students using these skills to solve complex, cognitively engaging real-world problems. These two classes provide students with the base needed to be successful in the challenging 7th and 8th grade Math curriculum. Scores from the norm referenced NWEA MAP Assessment- which we use to track growth during and across school years- have shown that for the 2016-17 school year, our 5th graders improved by an average of 16 points, placing them in the 99th percentile nationally in terms of growth, and in the 2017-18 school year improved an average of 13 points, placing them in the 96th percentile nationally in terms of growth. In the 6th grade, for the 2016-17 school year, our 6th graders improved by an average of 13 points, placing them in the 99th percentile nationally in terms of growth, and in the 2017-18 school year improved an average of 14 points, again placing them in the 99th percentile nationally in terms of growth. During these and several other years, our CAASPP scores in 5th and 6th grade Math also ranked above the district average.

Additionally, VAMS will continue to invest heavily in professional development and curriculum development for math. Teachers are supported in teaching through concept driven lessons, where students work collaboratively using the “Launch-Work-Wrap” approach to Math instruction. To ensure proper pacing for this instruction model, teachers create year-long Scope and Sequence plans that engage students in these concept driven lessons, portfolios that incorporate student learnings, and rigorous end of unit assessments. To ensure the constant growth of teacher practice in these areas, VAMS teachers continue to engage in professional development provided by the school site, Bright Star Schools, and third-party providers.

VAMS's promotion goals are continually evaluated and revised to best support student learning. Current promotion goals include student performance in math class, supplemental software, and CAASPP-aligned Performance Tasks. By utilizing CAASPP Interim Assessments, teachers are able to continually monitor student proficiency and growth in order to identify areas of need as well as to provide specific interventions for individuals and groups of students.

1.3: Student Population to Be Served

VAMS predominantly serves the community in the North Hills in the San Fernando Valley region of Los Angeles, California. North Hills situates itself within the boundaries of LAUSD's Board District 6. Chart 1.8 shows the demographic breakdown of our students, which also reflects what we anticipate future classes to look like.

CHART 1.8: VAMS DEMOGRAPHICS³

| Demographics | All schools in the Bright Star Network | VAMS |
|---|--|--------|
| Enrollment (as of Census date October 2017) | 2781 | 496 |
| % SPED | 11.50% | 14.11% |
| % ELL | 19.99% | 22.98% |
| % FRL | 91.54% | 93.75% |
| % Ethnic Breakdown | | |
| African American | 4.64% | 0.60% |
| Hispanic/Latino | 82.02% | 93.55% |
| Asian | 7.80% | 0.40% |
| Filipino | 1.69% | 2.02% |
| White | 1.33% | 2.42% |
| Native American/Alaskan Native | 0.32% | 0.20% |
| Other (Missing, Mixed) | 2.19% | 0.81% |

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. All Bright Star schools will work to develop the socio-emotional and coping skills to overcome the many life challenges they may face in their lives, on their path to accessing higher education.

1.4: Five Year Enrollment Plan

CHART 1.9: FIVE YEAR ENROLLMENT PLAN

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| 5th Grade | 124 | 124 | 124 | 124 | 124 |
| 6th Grade | 124 | 124 | 124 | 124 | 124 |
| 7 th Grade | 124 | 124 | 124 | 124 | 124 |
| 8 th Grade | 124 | 124 | 124 | 124 | 124 |
| TOTAL | 496 | 496 | 496 | 496 | 496 |

³ Source: 2018 CALPADS Data

Goals and Philosophy

1.5 School Vision and Mission Statements

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** 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** 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** means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development.

1.6: The Characteristics of an “Educated Person” 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, technological, intellectual, emotional and character skills so they will be successful in college, and ultimately in the world beyond. Academically and technologically, 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 arts.
- The ability to think both critically and creatively through basic knowledge about the world, deep knowledge about subjects of interest, and skills for effectively using technology and gathering information.
- Deep knowledge and access to current tools (email, computers in classrooms, various programs such as Khan Academy, iStation, etc.), as well as ability to creativity problem solve and innovate will prepare students for the rapidly evolving world of technology.
- The ability to work cooperatively and to understand and respect cultural and socio-economic differences between all people.
- 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.

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*

We believe non-cognitive skills (or 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. Davis Conley's guidelines would provide strategies meeting the needs of VAMS 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.

Accordingly, VAMS believes 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. Carol Dweck's *Mindset* reinforces the notion that 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. This theory is pulled from Angela Duckworth's *Grit*, which emphasizes that "without effort, your talent is nothing more than unmet potential. Without effort, your skill is nothing more than what you could have done but didn't." 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 social, 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, particularly evident in the work of Dweck and Conley.

Marzano emphasizes that 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, VAMS believes learning is most effective when parents understand and are involved in the educational goals of the school. VAMS 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: Description of the School's Annual Goals and Description of Specific Annual Actions VAMS Will Take to Achieve Each of Identified Annual Goals.

| 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 checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 | | | |
| | | | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : | | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> Continued investment in curriculum and academic tools to support student growth in core subject areas. Instructional support staff whose responsibility includes but is not limited to data analysis, intervention, professional development, and English language learner development. Intervention and enrichment programs to support both student's acquisition of core content and topics of interest outside core curriculum. Investment in student technology to enhance and support a student's ability to master CA state standards | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: Beginning in testing years, school increases on average X% over previous years SBAC scores in ELA and Math (until reaching 80% of students meeting or exceeding the standard). Metric/Method for Measuring: CAASPP Scores | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2017-2018 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | ELA - 44% Math - 38% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% |

| English Learners | ELA - 4% Math - 5% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% |
|--|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Socioecon. Disadv./Low Income Students | ELA - 42% Math - 37% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | ELA - 9% Math - 16% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | ELA - 43% Math - 38% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% | Prior year base +3% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |
| Outcome #2: up to 50% of previously enrolled students increase 1+ overall levels on ELPAC Metric/Method for Measuring: Overall ELPAC Levels | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | * | * | * | * | * | * |
| English Learners | TBD | 30% | 35% | 40% | 45% | 50% |
| 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: Schools reclassification will be equal to or above the schools previous three year average of reclassification rate. Metric/Method for Measuring: Reclassification Rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | * | * | * | * | * | * |
| English Learners | 27.6% | > or = to prior 3 yr average | > or = to prior 3 yr average | > or = to prior 3 yr average | > or = to prior 3 yr average | > or = to prior 3 yr average |
| 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 | * | * | * | * | * | * |

| LCFF STATE PRIORITIES | | | | | | |
|---|----------|-----------|-----------|---|-----------|-----------|
| GOAL #2 | | | | | | |
| School promotes 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: <input type="checkbox"/> : <input type="checkbox"/> : | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> School-wide programs and staff professional development to ensure ongoing positive school climate Creation of experiences in school which empower students and support their growth socially and emotionally, these include but are not limited to field trips, and a leadership development programs. Providing students with opportunities to ensure they have access to experiences and resources to increase student engagement such that school climate improves alongside student outcomes. | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: School will maintain a 95% ADA Metric/Method for Measuring: ADA | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 96.71% | 95% | 95% | 95% | 95% | 95% |
| English Learners | 96.34% | 95% | 95% | 95% | 95% | 95% |

| Socioecon. Disadv./Low Income Students | 96.73% | 95% | 95% | 95% | 95% | 95% |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 96.06% | 95% | 95% | 95% | 95% | 95% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 96.83% | 95% | 95% | 95% | 95% | 95% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |
| Outcome #2: % of students who are chronically absent will not be higher than 8% Metric/Method for Measuring: Chronic Absenteeism | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 5.57% | ≤8% | ≤8% | ≤8% | ≤8% | ≤8% |
| English Learners | 6.36% | ≤8% | ≤8% | ≤8% | ≤8% | ≤8% |
| Socioecon. Disadv./Low Income Students | 5.33% | ≤8% | ≤8% | ≤8% | ≤8% | ≤8% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 8.33% | ≤8% | ≤8% | ≤8% | ≤8% | ≤8% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 4.68% | ≤8% | ≤8% | ≤8% | ≤8% | ≤8% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

Outcome #3: No more than 3% of students will experience an incident of suspension (in school and out of school)

Metric/Method for Measuring: Suspension rate

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 0 | ≤3% | ≤3% | ≤3% | ≤3% | ≤3% |
| English Learners | 0 | ≤3% | ≤3% | ≤3% | ≤3% | ≤3% |
| Socioecon. Disadv./Low Income Students | 0 | ≤3% | ≤3% | ≤3% | ≤3% | ≤3% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 0 | ≤3% | ≤3% | ≤3% | ≤3% | ≤3% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 0 | ≤3% | ≤3% | ≤3% | ≤3% | ≤3% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

Outcome #4: No more than 1% of students will be expelled

Metric/Method for Measuring: % of students expelled

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 0 | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| English Learners | 0 | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| Socioecon. Disadv./Low Income Students | 0 | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 0 | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 0 | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |

| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |
| Outcome #5: School dropout rate will be less than 5X% | | | | | | |
| Metric/Method for Measuring: Dropout Rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 0 | ≤5% | ≤5% | ≤5% | ≤5% | ≤5% |
| English Learners | 0 | ≤5% | ≤5% | ≤5% | ≤5% | ≤5% |
| Socioecon. Disadv./Low Income Students | 0 | ≤5% | ≤5% | ≤5% | ≤5% | ≤5% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 0 | ≤5% | ≤5% | ≤5% | ≤5% | ≤5% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 0 | ≤5% | ≤5% | ≤5% | ≤5% | ≤5% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |
| Outcome #6: 80% of students will respond positively on the Panorama Education school climate benchmark of the student survey | | | | | | |
| Metric/Method for Measuring: Result on the School Climate Benchmark Results on the Panorama Education Student School Climate Survey | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 57% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |
| English Learners | 56% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |
| Socioecon. Disadv./Low Income Students | 57% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 48% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |

| | | | | | | |
|---|-----|------|------|------|------|------|
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 58% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

| LCFF STATE PRIORITIES | | | | | | |
|---|----------|-----------|-----------|--|-----------|-----------|
| GOAL #3 | | | | | | |
| School actively engages and involves families in their students learning. | | | | 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: <input type="checkbox"/> : <input type="checkbox"/> : | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> Investment in materials, tools, programs, and services ensuring accessible parent communication 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. Staff members who play the role of liaison between school and family | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: 75X% parents who positively rate the school according to the panorama parent survey. | | | | | | |
| Metric/Method for Measuring: Annual Panorama Education Parent Survey | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 91% | ≥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: 75X% of parents will return surveys Metric/Method for Measuring: % of returned surveys | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 87% | ≥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 #3: 92% of parents who attend a school event | | | | | | |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| Metric/Method for Measuring: % of parents who attend a school event | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 98% | ≥92% | ≥92% | ≥92% | ≥92% | ≥92% |
| 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: 80X% Parent Attendance at Parent Teacher Conferences | | | | | | |
| Metric/Method for Measuring: X% Parent Attendance at Parent Teacher Conferences as tracked by school staff | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 97% | ≥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: 50% Parent Attendance at Back to School Night | | | | | | |
| Metric/Method for Measuring: X% Parent Attendance at Back to School Night | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 66% | ≥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 #6: X% of families who have one yearly counselor meeting | | | | | | |
| Metric/Method for Measuring: X% of families who have one yearly counselor meeting | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 33% | ≥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 | * | * | * | * | * | * |

| LCFF STATE PRIORITIES | | | | | | |
|--|--|-----------|-----------|---------------|---------------|---------------|
| GOAL #4 | | | | | | |
| School facilities are in good repair as evaluated on the School Accountability Report Card. Instructional staff is also properly credentialed and teaching standards aligned instructional material. | <div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: left;"> X 1 7 X 2 8 <input type="checkbox"/> 3 </div> <div style="text-align: left;"> <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 </div> <div style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> </div> </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="text-align: left;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> | | | | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> Purchase of Investment in technology system to ensure that teachers credentials are properly tracked and can be effectively managed to ensure ongoing compliance with state standards and requirements. .credentialed Ongoing investment in technology, professional development opportunities, and instructional staff members to support teacher improvement both for all students and student with unique learning needs such as english learners and special education students Staff members whose role is to ensure the school is a safe and clean environment for students. | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: 100% of teachers will be fully credentialed or enrolled in an intern credential program as per indicated in our charter. | | | | | | |
| Metric/Method for Measuring: Teacher Credentials | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021- 2022 | 2022- 2023 | 2023- 2024 |
| All Students (Schoolwide) | 88% | 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 #2: 100% of teachers will have english language authorization required by CA Metric/Method for Measuring: % of teachers with english language authorization | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 88% | 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 #3: School will not have vacant teaching positions in Jan - May of the school year
Metric/Method for Measuring: # of vacant teacher positions during the months of Jan - May as tracked by our human resources department in paycom.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 4% | 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 | * | * | * | * | * | * |

Outcome #4: 100% of all school areas will rate as good or excellent on the School Accountability Report CardSARC

Metric/Method for Measuring: Rating on SARC

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| 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: 90% of classrooms consistently reflect rigorous standards-based instruction criteria (averaging 3 of 4 on Danielson framework) (Based on external walkthroughs: MK, JS, BT, NW). Metric/Method for Measuring: % of classrooms who are rated a 3 or 4 on the Danielson framework | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | N/A | >90% | >90% | >90% | >90% | >90% |
| 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: 100% of students have access to standards aligned materials at home and in school as appropriate for a given lesson. Metric/Method for Measuring: % of students with standards aligned materials at home and in school as assessed by our Vice President of Curriculum and Instruction throughout the year. 1. | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| 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 #7: 100% of school's instructional materials are aligned to state standards

Metric/Method for Measuring: % of instructional materials aligned to state standards

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| 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 | * | * | * | * | | * |

1.9: How VAMS's Goals Will Enable Students to Become and Remain Self-motivated, Competent, and Lifelong Learners.

The fundamental goal of VAMS is to help its students become self-motivated, competent, life-long learners. VAMS strives to educate students so that they know and understand how they learn, and how they can continue learning in college and beyond, to ensure students are able to find joy and fulfillment in higher education, career, and life. Students understand how to learn from a classroom situation or from a group interaction and (most importantly) how to learn on their own. At VAMS, we believe greatly that every student should have the opportunity to learn and master standards at their own pace, and given this chance, they will be able to use their learning in new and creative ways. For this reason, VAMS has adopted a personalized learning philosophy that places emphasis on teaching students internalize concepts at their own pace using time management and teacher support, while also being asked to complete cognitively challenging projects to assess mastery.

A major educational objective for VAMS is to educate all of its students so that they are able to compete for selective and limited positions and/or scholarships at colleges. 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 our academic program.

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

1. Developing Concepts & Innovation
2. Critical Thinking & Problem Solving
3. Collaboration & Teamwork
4. Media Literacy

Additionally, our goal is that 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.

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

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. As part of the tiered intervention program, VAMS has an early warning system implemented by the counselors and teachers who operate in grade-level teams to evaluate students on biweekly basis. Any student who appears to be struggling in one or more classes in any field (social-emotional or academic), will be identified to ensure all needs are met. In addition, the purpose of implementing an early warning systems program is to also ensure that VAMS is using restorative practices to help and support students in 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 at Valor Academy Middle School are informed by extensive research are aligned with Richard DuFour's work⁴ and what he terms the "Henry Higgins" school mindset. This 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, "We believe that 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." This established, VAMS's focus is on accurately determining each student's current level of performance in the core content area by employing diagnostics assessments aligned to the Common Core State Standards, ELD standards and the Next Generation Science Standards.

VAMS has recruited our best practices from schools that have had great success with students in underserved communities. 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.
- Cahuenga Elementary School – Los Angeles, California.
- Camino Nuevo Schools – Los Angeles, California.
- Charles H. Kim Elementary School—Los Angeles, California.
- Environmental Charter High School – Los Angeles, California.
- Granada Hills Charter High—Granada Hills, California.
- Green Dot Schools – Los Angeles, California.
- John Burroughs Middle School – Los Angeles, California.
- 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.
- Patrick Henry Elementary School—Long Beach, California.
- Roxbury Preparatory Charter School—Boston, Massachusetts.
- Synergy Charter School—Los Angeles, California.
- Third St. Elementary School – Los Angeles, California.
- Wildwood Charter School—Los Angeles, California.
- Wilton Place Elementary School—Los Angeles, California.

Based off the observations from the schools above, the schools where economically disadvantaged students achieve mastery in the core subjects and experience academic success are those that offer:

- Extended school day and longer calendar year.
- Maintain an unyielding focus on ensuring students' literacy and numeracy skills in the earliest grades.

⁴ The work we reference is primarily drawn from DuFour's: Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, as well as from a compilation of his other works. <https://eric.ed.gov/?id=ED426472>

- Adopt teaching methodologies that have proven successful in urban settings.
- Set high expectations both behaviorally and academically.
- Employ frequent assessments and data driven professional development.
- Develop a strict code of conduct and 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.

We believe all students at VAMS will benefit from our highly structured instructional program. The instructional program that we have developed for VAMS is critical to students' academic success. We studied 57 models of success and recruited their best practices to refine Bright Star's delivery of instructional practice. Our other Bright Star schools continued growth in performance data and college acceptance rates demonstrates the success of our program for our targeted population.

Curriculum and Instruction

1.11a: VAMS's Curriculum

Below you will find a description of VAMS's courses with corresponding instructional materials, 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.

All courses will be California Common Core Standards based. Course descriptions for core subjects in ELA, math, science, history, and elective options follow below.

- English Language Arts (Writing and Reading) - 5th Grade:** In grade 5, students have a double block of ELA instruction daily. In Reading class, students are guided through novel-based units where they learn to analyze and discuss using the CA Content Standards. Students complete each unit with a project that assess their ability to use the standards taught in class, in action. In Reading, students are focusing heavily on finding the main ideas in what they read, and being able to support their thoughts with evidence from the text. They are comparing texts of different medium and analyzing the author's craft. In Writing, students are taken through the writing process using genre-based units of instruction. Students are writing narratives, conducting research projects, and improving their writing through peer and self-editing and revision. Students are assessed through both teacher scoring and feedback on written essays and stories, and through completion of the Write Score assessment.
- ELA (Writing and Reading) - 6th Grade:** In grade 6, students have a double block of ELA instruction daily. In Reading class, students are guided through novel-based units where they learn to analyze and discuss using the CA Content Standards. Students complete each unit with a project that assess their ability to use the standards taught in class, in action. In Reading, students exploring theme, and how the plot and it impact on characters influences it. Students are examining different genres and what makes each of them special. In Writing, students are taken through the writing process using genre-based units of instruction. Students are writing narratives, learning the components of an informative writing and how to use them, and learning the essential skill of building and supporting a strong argument. Students are assessed through both teacher scoring and

feedback on written essays and stories, and through completion of the Write Score assessment[A1]

- c. **ELA - 7th and 8th Grades:** In grade 7 and 8, students are instructed in a single block of ELA, where they are led in collaborative novel-based units where they practice analysis and discussion using the CA Content Standards. Students complete each unit with a project that assess their ability to use the standards taught in class, in action. Students are taken through the writing process using genre-based units of instruction. Students are assessed through both teacher scoring and feedback on written essays and stories, and through completion of the Write Score assessment.

2. **English Language Development - Non-CORE**

With our English Language Development Coordinator, we have created a plan to integrate support for all teachers in fully implementing SDAIE (“Specially Designed Academic Instruction in English”) in instruction of all students, including those with needs in English Language Development. Our English Language Development Coordinator, along with her ELD Instructional Assistant, will observe teachers daily, providing feedback on SDAIE integrated strategy implementation, as well as supporting students in the classroom. Additionally, teachers will be led in monthly Professional Development designed specifically around ELD strategies and best practices. During these PD meetings, the ELD Coordinator will guide teachers in adding these strategies into their planning for upcoming lessons, to ensure their continued integration in instruction.

Additionally, we offer designated support for these students during our Pathways block Personalized Learning Block in what is called the ELD Resource Lab. During this time, our ELD coordinator will meet with targeted groups to support in their efforts for reclassification, reading comprehension, phonics, and grammar.

- a. **Integrated ELD Supports:** The ELD program will use the same novels and sources as the general ELA classes, in order to ensure they have access to grade level curriculum. General education teachers and ELD coordinator collaborate to ensure supports are provided to meet student needs.
- b. **Designated ELD Supports:** ELD supports also take place outside the classroom in ELD Pull-Out sessions, which occur both during our Personal Learning and Technology time, and Pathways. Students are pulled out in groups based on their previous year’s CELDT/ELPAC scores. In Pull-Out sessions students are provided with strategies that support what they are learning in their classes, as well as important language acquisition skills specific to their needs. In order to meet the needs of EL and to prevent students from being identified as a long-term EL, students receive instruction with additional curriculum with designated supports that are designed specifically to meet their needs. VAMS will use Lindamood-Bell and Rosetta Stone as needed to support students in learning consonant and vowel sounds, sounding out word parts, and dynamics of sentence construction.

3. **History – CORE** Different grade level focus on different periods of history and different skill sets, as follows:

- a. **History - 5th Grade:** 5th grade history focuses on concepts of exploration, colonialism, the Enlightenment, the Revolutionary War, the Westward Expansion, foundations of government, democracy, and the Constitution are introduced. Students learn about US History from Pre-Columbian Civilizations to immigration patterns of the 1850’S including The Age of Exploration, The War for Independence, and Westward Expansion. Various activities and projects will be integrated throughout the course and may include mapping, writing, and art. Studies pay special

attention to how societies evolved—from fragmented and primitive agricultural communities to more advanced and consolidated civilizations. Students learn from a combination of CAASPP-aligned curriculum through both the Summit Learning Platform and *History Alive!* (TCI).

- b. **History – 6TH Grade:** 6th grade history focuses on the lives of early humans, the development of tools, the gathering history and geography way of life, agriculture, and the emergence of civilizations in Mesopotamia, classrooms learn about the Egypt, the Indus River valley, China, and the Mediterranean basin. Additionally, students discuss the geography of the ancient world and the development of tools, the birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women).
- c. **History - 7th Grade:** 7th History is based on California History standards for the explicit historical content and utilizes the Common Core Literacy Standards for the skills of the discipline. These courses are a study of world history and geography during the ancient, medieval and early modern eras. Students study the development and changes of complex civilizations. Teachers' Curriculum Institute (TCI) *History Alive* series is used as the primary history text for this course. Students identify and explore the similarities and patterns of these civilizations. Emphasis is placed on the fact that many of the civilizations developed concurrently and impacted each other. All units include an examination of the impact of religion, economics, politics and social history on the medieval and early modern eras. The Five Themes of Geography (location, movement, region, place and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations. Students will learn about related careers in history/social science. Each unit, students read and analyze at least one primary source document and complete a performance task aligned assignment.
- d. **History - 8th Grade:** 8th History is a study of the critical events, issues and individuals in United States History. *History Alive* series is used as the primary history text for this course, which begins with a selective review of the Age of Exploration, the colonial period and the American Revolution. The major focus of the year is the development of the Constitution, the impact of the Westward Movement, and the struggles of the Civil War and Reconstruction. All units include an examination of the impact of economics, politics and social history on the development of the United States. The five themes of geography (location, movement, region, place and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of the growing nation. Students learn about related careers in history/social science. Each unit, students read and analyze at least one primary source document and complete a performance task aligned assignment.

4. **Science—CORE:** Different grade level focus on different skill sets, as follows:

All grade levels Science course agnostic of the specific content focus on the NGSS Crosscutting concepts including patterns, cause and effect, scale proportion and quantity, and energy and matter.

- a. **Physical Science - 5th grade:** 5th grade physical science engages students in the scientific process. Each unit embeds hands-on exploration. In this course Students will plan and conduct investigations; plan and evaluate labs using dependent, controlled and independent variables; select and use the appropriate tools for labs; record data using graphs and draw conclusions based on data collected; and write scientific lab reports based on findings. Study elements and their contributions; analyze and understand chemical reactions; understand the properties of solids, liquids and gaseous substances; define chemical reactions, atoms, matter, solids, liquids, gases; living organisms and most materials are composed of elements; identify instruments used by scientists to discern atoms and molecules. Identify and understand plant and animal structures; define and be able to explain the transport of materials, digestion, waste disposal process for plants and animals. Define, evaluate and analyze the water cycle (evaporation, condensation); movement of water on earth; ocean and land formations.

- b. **Earth Science - 6th Grade:** In 6th grade Science, students are guided through the fundamental elements of geology and geophysics, topography, and energy. Students learn how the Earth functions as a place where people, animals, plants and organisms thrive. 6th grade Earth science is a standards and laboratory based program. Students spend approximately forty percent (40%) of their class time on hands-on activities. Introductory principles of earth science are explored in detail, with some related topics from life and physical sciences included. Science activities are based on the Next Generation Science Standards and utilize the skills and techniques outlined in the Common Core Literacy Standards for articulating the concepts. Each unit, students read at least one science non-fiction text and create a performance task aligned assignment
- c. **Life Science - 7th Grade:** In 7th Grade Science, students learn about the stages of life on planet Earth. Students are guided through exploring the smallest organisms and molecules, to ecosystems, leading to exploring all of Earth's systems, and culminating in human activity. Seventh grade science is a standards and laboratory based program. Students spend approximately forty percent (40%) of their class time on hands-on activities. Introductory principles of life science are explored in detail, with some related topics from physical and Earth sciences included. Science activities are based on the California Science Standards as delineated in the California Science Framework and utilize the skills and techniques outlined in the Investigation and Experimentation strand of the content standards. Each unit, students read at least one science non-fiction text and create a performance task aligned assignment.
- d. **Physical Science - 8th Grade:** In 8th grade, students learn about complex concepts big and small. Students learn about heredity through looking at inheritance of traits, human activity and its impact on the Earth, the Earth's place in the universe, and engage in some engineering work. Eighth grade Science is a standards and laboratory based program. Students spend approximately forty percent (35%) of their class time on hands-on activities. Introductory principles of physics and chemistry are explored in detail, with some related topics from earth and life sciences included.

Each unit, students read at least one science non-fiction text and create a performance task aligned assignment.

5. Math—CORE: Each year, students matriculate to the next grade level of math according to California State Standards, with the exception of 8th grade

- a. **Math (Math Skills and Problem Solving) - 5th Grade:** Prior to 5th grade, students learn strategies to fluently add and subtract whole numbers, multiply and divide, add and subtract fractions with like denominators, and begin to understand structure for place value. Students also classify and analyze geometric figures based on properties and measurements. In 5th Grade Math, students focus on developing fluency with fraction operations, extend division to two-digit divisors, explore operations with decimals, and develop an understanding of volume in a class called Math Skills. Students then use these skills by applying them to solve rigorous, real-world problems in a class called Problem Solving. [A3] Those students who master the standards take Math 6. This course is designed to support students in thinking across grades and linking topics within the grade, building conceptual knowledge, and applying both conceptual and procedural knowledge to relevant, extended tasks.
- b. **Math (Math Skills and Problem Solving) - 6th Grade:** Students entering 6th grade have a solid foundation in number operations, geometry, measurement, and data. In Math 6 students begin to connect concepts of ratio and rate, extend their understanding of the number system to include negative numbers, write and interpret expressions and equations, and develop their statistical thinking in a class called Math Skills. Students then use these skills by applying them to solve rigorous, real-world problems in a class called Problem Solving. Those students who master the

standards take Math 7. The course is designed to support students in thinking across the grades and linking topics within the grade, building conceptual knowledge, and applying both conceptual and procedural knowledge to relevant, extended tasks.

- c. **Math - 7th Grade:** In 7th grade, students aim to develop their understanding of proportional relationships, operations with rational numbers, expressions and equations, scale drawings, and informal geometric constructions, using the content standards as a guideline. Those students who master the standards take Math 8. The course is designed to support students in thinking across the grades and linking topics within the grade, building conceptual knowledge, and applying both conceptual and procedural knowledge to relevant, extended tasks.
- d. **Math – 8th Grade:** This course is designed to provide students with the understanding of the concepts and skills needed to be successful in Algebra 1 and Geometry. This course focuses on pre-algebra concepts such as equations and expressions, functions, similarity, congruence, and the Pythagorean Theorem. The material is presented in different ways using a variety of methods of instruction. The course is designed to support students in thinking across the grades and linking topics within the grade, building conceptual knowledge, and applying both conceptual and procedural knowledge to relevant, extended tasks

6. **Electives—Non-CORE:** In 5th and 6th grade, students will take both P.E., Music and Art. In 7th and 8th grade, they will only take P.E and Art, Music or Other Elective (such as World Language).

- a. **Physical Education - 5th- 8th grades:** In addition to the core academic courses, students will participate in physical education classes two days a week. The objectives of the physical education program are to encourage and promote physical development and growth through exercises in agility, strength and hand-eye coordination, promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities strengthen a sense of unity, accountability, and responsibility through physical team building exercise expose students to life activities that will help them to develop healthy lifestyles as an adult to discuss health and physical issues pertinent to youth in a supportive forum.
- b. **Art: Focus on Drawing, Painting, and Animation - 5th - 8th Grades:** This course will develop a foundation in drawing and painting through the five components of the Visual and Performing Arts Framework Students learn techniques for using a variety of two-dimensional media and explore the expressive potential of those media. Reading, writing and studio production expand the student's understanding of the visual arts. Students are also taught the components of practical and digital animation, which they then use to relay stories about themselves and the world. A portfolio will be developed and this course will help bridge all the skills and standards the student has learned for their final digital portfolio presentation.
- c. **Music: Music History - 5th - 6th Grade:** This course teach students the basic fundamentals of music including introducing them to genre, rhythm, pace, and reading sheet music. Students will learn the basics while listening to and gaining appreciation for classic, jazz, and other instrumental artists. Students will then learn to play notes and songs on the recorder, utilizing the skills they have gained throughout the course. The class will culminate in individual performances at the close of the year.
- d. **Music: Beginning Band - 7th Grade:** This course will develop student competency in reading and playing instrumental music, with a focus on traditional compositions. Through intensive practices built around conductor instruction and peer-to-peer feedback, students will grow their skills in music while learning to work as a team, and play as an ensemble. Students will practice

multiple times a week with their instrument, culminating in an end of the year performance where students will play for their peers, staff, families, and the community at large.

- e. **Music: Advanced Band - 8th Grade:** This course will further develop student competency in reading and playing instrumental music, with a focus on traditional compositions. Through intensive practices built around conductor instruction and peer-to-peer feedback, students will grow their skills in music while learning to work as a team, and play as an ensemble. Students will practice multiple times a week with their instrument, culminating in two yearly performances where students will play for their peers, staff, families, and the community at large.

- f. **Spanish I – 7th or 8th Grade**
 This course is an introduction to Spanish, emphasizing communicative-based competencies and Latin American 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). These standards define the essential skills and knowledge that all students need to acquire at the beginning levels. Students actively practice and learn to greet others, and tell date and time. They will also learn to read, write and conjugate verbs in different tenses.

- g. **Spanish II – 8th Grade**
 This comprehensive program builds on the communicative-based competencies, grammar and the Spanish language culture learned in the early course. Students that elect this course must have successfully completed Spanish I. Correlated to the curriculum are the broad Goals of the standards 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 in high school and/or college entrance. Students also begin to read simple literature in Spanish and present projects that demonstrate their language development.

CHART 1.10: COMPREHENSIVE COURSE LIST

| Comprehensive Course List | | | | | | | | |
|------------------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|
| | 5 TH Grade | | 6 th Grade | | 7 th Grade | | 8 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 | ELA 5 | ELA 5 | ELA 6 | ELA 6 | ELA 7 | ELA 7 | ELA 8 | ELA 8 |

| Comprehensive Course List | | | | | | | | |
|---------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | 5 TH Grade | | 6 th Grade | | 7 th Grade | | 8 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. |
| Mathematics | Math Skills 5 & Problem Solving 5 | Math Skills 5 & Problem Solving 5 | Math Skills 6 & Problem Solving 6 | Math Skills 6 & Problem Solving 6 | Math 7 | Math 7 | Math 8 | Math 8 |
| History | Hist 5 | Hist 5 | Hist 6 | Hist 6 | Hist 7 | Hist 7 | Hist 8 | Hist 8 |
| Science | Sci 5 | Sci 5 | Sci 6 | Sci 6 | Sci 7 | Sci 8 | Sci 8 | Sci 8 |
| Elective(s) | PE & Art | PE & Music | PE & Music | PE & Art | PE & Music or Art | PE & Music or Art | PE & Music or Art | PE & Music or Art |
| Pathways | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs | PLT, Tutoring ELD, and Clubs |

Please note, *Pathways* is a block that exemplifies our commitment to intervention for all students. Though it is not a course, Pathways happens during the last period of the day, and encompasses several components to provide support, intervention, and enrichment for all students:

- **Tutoring:** Tutoring classes are run by content teachers, and provide support in all core classes. Teachers use data to select the students in most need for additional support, and invite to their daily tutoring. Students in tutoring are provided support for topics being covered in class, in addition to building block skills that support the grade level standards. Students are assessed at the end of each unit to determine their need to remain in the tutoring class. Though most seats are

reserved for students assigned by the teacher, additional students may join tutoring at any time for additional support.

- **Personalized Learning Technology Study Hall:** For students who may only need a quiet place and technology that they may not have access to at home, we have our Personalized Learning Study Hall. In this class, students are able to choose what they'd like to work on, and have time and space to complete their work. This option is available for any student.
- **Clubs:** We have several clubs and sports available during this time for students to participate. From our Literary Club, yearbook, Archery, soccer, choir, Girls on the Run, and Spartan Training for Boys, we have a myriad of options available for students to gain enrichment outside of class.
- **ELD and RSP Support:** Students with ELD designations or receiving support through an IEP also have this option, where they can receive support on homework, projects, classwork, or anything else, from providers that can support their unique needs.
- **Early Dismissal:** Students who are on track and passing all of their classes are granted the option of Early Dismissal to pursue interests or programs that we may not be able to offer. Very often, students decline this option in favor of Personalized Learning Study Hall or Club participation.

In addition to Pathways, *Advisory* is a block that starts the day Monday through Friday, and lasts 15 minutes. During this block, students are able to prepare for their day, while watching CNN Student News and being led in discussion on events taking place around the world. Teachers also use this time to check-in with students through activities, councils, and goal-setting for the day.

1.11b: Innovative Curricular Components of the Proposed Educational Program

1. **PERSONALIZED LEARNING:** Our program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. This approach places a greater emphasis on students mastering standards to completion, in addition to completing rigorous projects that showcase student ability to use academic standards to solve, experiment, create, and innovate in core classes. Students are also instructed on habits of success to aid in their learning, and are assigned an adult mentor to assist students in discovering the work styles and time management options that will work for them.

2. **RESEARCH BASED:** Our approach is to use state-approved texts in our classrooms, utilizing them as a resource to create an internally crafted curricula which is developed through the curriculum alignment process outlined below and is fully aligned with Common Core Standards.

The process of curriculum development adopted by VAMS is a modification of the Understanding by Design (UBD) Backwards Mapping Model, which includes the mastering of standards. Teachers work from summative assessment (either self-crafted & vetted by administration, or a purchased assessment) that encapsulates the core learnings for the unit. Ideally, this assessment shows a real world application of the key learnings. Then, teachers work backwards to design the key learning experiences for student.

3. **COLLEGE SUCCESS:** Our program includes safeguards to ensure that students learn the material and skills they need not only to be accepted into universities and higher education, but also to be successful once they get there—as noted below in explanations of our grading system, independent reading requirement, and graduation requirements.

4. **INCREASED ACADEMIC PROFICIENCY:** We DO NOT socially promote our students before they meet grade level standards. These goals include GPA, completion of all assignments throughout the year, performance on summative exams, and passing of writing exams. This is not to be convoluted with a “no excuses” or a high standards/no support model. Rather, this approach encourages teachers to ensure that every student learns all of the content in the required grade level. Students have multiple opportunities to

retake or resubmit unsuccessful assignments and assessments and receive numerous Tier I, II, and III supports.

5. **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, as well as the description above of No Social Promotion.

In addition to Student Success Teams and intervention programs, VAMS also offers remedial skills courses over the course of the summer taught by credentialed teachers to help build the bridge to proficiency:

- **Academic English** - a designated English Language Development Program help EL students develop the literacy skills necessary to access the core curriculum
- **Foundational Math** – this is a supplementary math class to provide students with additional support in filling in missing skill sets along with intensive practice on performance tasks type assignments.

6. **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 10-12 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 report *What Secondary Content Area Teachers Need to Know about Adolescent Literacy*.

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. 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.

1.11c: Intervention and Enrichment Programs

VAMS takes pride in monitoring the success of students and implements the following intervention and enrichment programs to maximize student achievement.

1. 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 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.

VAMS has based its guidelines for assigning homework on the guidelines put forth by the National Parent Teacher Association and the research of Harris Cooper and others. The research supports that quality homework assignments, within appropriate limits shows a strong positive relationship with increased academic achievement. The guidelines for time spent on homework each night are roughly ten minutes per night per grade level. Thus, a fifth grader will have approximately fifty minutes of homework, whilst eighth graders will have approximately an hour and twenty minutes of homework. 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 VAMS has three distinct and 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.

2. STUDENT SUCCESS & PROGRESS TEAMS

A Student Support and Progress Team (SSPT) 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. SSPTs are also conducted for any student that struggles in general and is identified through monthly grade level meetings. At the monthly 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 SSPT. The SSPT 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 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 SSPT team reconvenes to determine additional supports and the process continues as needed, typically each month.

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

3. RESPONSE TO INTERVENTION (RTI) MODEL

At VAMS, 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 VAMS, including CAASPP results, CELDT 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 during the students' Advisory period (see section 1.11a for a more information on Advisory).

A. Components of Response to Intervention (RTI) model

The following four components are essential to early identification of students who may need support:

1. **HIGH QUALITY, RESEARCHED BASED CLASSROOM INSTRUCTION:** At VAMS, classroom teachers are expected to differentiate instruction to students through researched-based strategies and techniques. The Vice President 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. VAMS 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 also required to attend monthly instructional meetings led by the Deputy Superintendent of Education. The site is formally visited by the Deputy Superintendent of Education each month. During those visits, the site administrator and the Deputy Superintendent of Education 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 Deputy Superintendent of Education.

2. **ONGOING STUDENT ASSESSMENT:** At VAMS, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include district created benchmarks, teacher created tests, assignments, and quizzes. Students will receive feedback on their work at least once per week and complete a formal assessment no less than every five weeks. The information can be quickly assessed by the teachers and staff by using Illuminate, an online data and assessment management system. School personnel use Illuminate to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Support and Progress Teams to review the data and make educational decisions.
3. **TIERED INSTRUCTION:** The use of a multi-tiered support based on student data allows teachers to differentiate the classroom structures to meet the needs of 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.
4. **PARENT INVOLVEMENT:** VAMS strongly believes that 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, VAMS has a full-time Family Services Coordinator

- b. **Response to Intervention (RTI) as a response to disproportionality:** A key goal to VAMS's 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 VAMS to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups.
- c. **VAMS's Response to Intervention model:** As mentioned, the RTI model allows VAMS to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various subgroups of students. Teachers use frequent checks for understanding and weekly formative assessments to determine if students are grasping the material. Students who are struggling receive Tier I interventions. Interventions are gradually increased if the lowest tier does not prove effective.

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 and in a timely manner
 - b. Differentiated instruction based on assessment results is provided
 - c. Explicit and systematic instruction includes lots of practice, with and without teacher support and feedback.
 - d. Opportunities are given to apply skills and strategies throughout the instructional day.
 - e. Student progress is monitored regularly with re-teaching given as needed.

At VAMS, teachers are required to incorporate these key components in their daily instruction. Furthermore, school-wide prevention efforts have been established to promote learning for all students. VAMS anticipates that the majority of students will respond to these strategies and will not require additional interventions.

2. **TIER TWO: STRATEGIC INTERVENTIONS:** 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.
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. These students may have had interrupted (or limited) schooling, have a learning disability or medical need, have limited language skills, or need more processing time and support. For these students, 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 another course, in lieu of advisory, or on a pull out schedule. Students may receive additional supports using the Summit Learning platform, NWEA supports, NewsELA, Khan Academy or a variety of teacher specific instructional supports housed within Blendspace and Google Classroom. 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 other instructional resources to be used

VAMS uses textbooks and materials aligned with the school's mission and vision of helping students to master the Common Core Standards and the Next Generation Science 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. VAMS 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 list of textbooks is located on the proceeding page.

In addition these textbooks, VAMS also implements curriculum provided by the Summit Learning platform. This curriculum is entirely digital, and aligns to Common Core Content, NGSS, and all other standards. The materials and programs VAMS purchases will be evaluated periodically and may be changed or augmented as deemed necessary by the VAMS Principal.

| Grade | English Language Arts and ELD | Mathematics | History Social Science | Science |
|-------|--|--|--|--|
| 5th | 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>Bridges in Mathematics</i> <i>The Math Learning Center</i> | <i>History Alive!</i> <i>Teachers Curriculum Institute</i> | <i>Full Option Science System (FOSS)</i> <i>Delta Education</i> |
| 6th | | <i>CPM Core Connections 1</i> <i>CPM</i> | <i>History Alive!: The Ancient World</i> <i>Teachers Curriculum Institute</i> <i>CA Vistas</i> <i>MacMillan / McGraw-Hill</i> | <i>Full Option Science System FOSS</i> <i>Delta Education</i> <i>Science Voyages</i> <i>Glencoe / McGraw Hill</i> |
| 7th | | <i>CPM Core Connections 2</i> <i>CPM</i> | <i>CA Vistas</i> <i>MacMillan / McGraw-Hill</i> <i>History Alive!: The Medieval World & Beyond</i> <i>Teachers Curriculum Institute</i> | <i>Full Option Science System FOSS</i> <i>Delta Education</i> <i>Science Voyages</i> <i>Glencoe / McGraw Hill</i> |
| 8th | | <i>CPM Core Connections 3</i> <i>CPM</i> | <i>History Alive!: The United States</i> <i>Teachers Curriculum Institute</i> <i>CA Vistas</i> <i>MacMillan / McGraw-Hill</i> | <i>Full Option Science System FOSS</i> <i>Delta Education</i> <i>Science Voyages</i> <i>Glencoe / McGraw Hill</i> |

1.12 DOES NOT APPLY TO VAMS

1.13: Instructional Methods and Strategies Used to Deliver Curriculum.

The mission of VAMS 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 data driven. As certain practices in teaching have proven to 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. VAMS subscribes to the following strategies in order to drive strong academic outcomes:

1. PERSONALIZED LEARNING: VAMS's curriculum is based on the Common Core Standards. All teachers analyze Common Core stand. The VAMS program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. This approach places a greater emphasis on students mastering standards to completion, in addition to completing rigorous projects that showcase student ability to use academic standards to solve, experiment, create, and innovate in core classes. Students are also instructed on habits of success to aid in their learning, and are assigned an adult mentor to assist students in discovering the work styles and time management options that will work for them.

2. STANDARDS-BASED CURRICULUM AND INSTRUCTION: VAMS'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. Then, they frame their lessons to ensure they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators to ensure content mastery occurs at the appropriate pace and in accordance with state standards.

3. ORGANIZED AND SYSTEMATIC APPROACH TO INSTRUCTIONAL DELIVERY: Consistent instructional approaches and strategies are part of our philosophy because effective classroom organization & management with strategic instructional planning are cornerstones of a well-ran 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.

- Scope and Sequence & Standards Mapping – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.
- Unit Plan - Using the Understanding by Design format, teachers create 6-8 week unit plans, which outline the culminating project, and how instruction will be structured to guide students to success on the final project. Teacher then use student performance on the final projects to assess needs prior to creating the plan for the following unit.
- 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.
- Accelerated Reader—All Counselors and advisors monitor, track and support students with reading their independent novels.
- Weekly Lesson Plans - Teachers are responsible for submitting lesson plans on a weekly basis. Plans are submitted to the staff Dropbox, and reviewed by the Principal and Assistant

Principal of Instruction. The Principal and Assistant Principal are responsible for the evaluation of the lesson plans, and provide feedback to the teachers.

- **Common Whiteboard Configuration (WBC)** - Teachers use a common whiteboard configuration. Supported by the work of Dr. Lorraine Monroe, founder of Frederick Douglass Academy in Harlem, NY, the WBC is an instructional accountability system that streamlines the content of the day's lesson. The WBC includes minimally:
 - The standard
 - Homework
 - Day's agenda
 - "Do Now"
 - Important dates

This 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 setup 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.

4. 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.

5. ENGAGEMENT INTENSIVE STUDENT-TEACHER INTERACTION TECHNIQUES: Charlotte Danielson's *Framework for Effective Teaching* — and supporting research demonstrating its implementation leads to improved student outcomes—supports the concept that students learn best in a cognitively engaging environment with the following traits:

- The classroom operates at a steady and consistently brisk pace
- There is a high degree of teacher and student interaction
- Teachers use techniques that support a culture of high academic and behavioral expectations.

We implement three components to ensure that teacher and student interaction is high:

1. **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.
2. **Checks for Understanding:** By including frequent, 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.
3. **Proven Instructional Techniques:** We will also use a variety of academic and behavioral techniques that reinforce student expectations. VAMS 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.

6. SUBJECT SPECIFIC INSTRUCTIONAL METHODOLOGIES AND RATIONALES

A. Language Arts:

I. 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 the school, 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:

- The fundamental mechanics of the grammar of the English language;
- The writing process;
- 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.

II. Assessment Methods and Tools

At VAMS, we administer several assessments to ensure a complete understanding of students knowledge and deficits in ELA. Students complete end of unit projects that are aligned to CA Content Standards and scored on rubrics assessing performance on each skill. Students are administered the Scholastic Reading Inventory monthly to monitor growth in reading comprehension over the course of the school year. Students are assessed using the NWEA MAP Norm Referenced exam three times a year, to assess growth towards grade level content mastery. Twice a year, students are assessed using the Write Score writing exam to measure proficiency on the CA Content Standards for Writing, using an exam that is modeled after the CAASPP Performance Tasks. Students also take the ACT Aspire exam to monitor student growth in ELA as an organization. Lastly, students are administered the CAASPP in the final unit of the year to measure year-long growth.

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 students are incrementally mastering the standards. Additionally, all teacher final project are required to measure mastery of CCSS. Projects are created (through network wide collaboration) to mimic a SBA performance task. Network benchmark assessments are aligned to the Computer Adaptive Portion of the SBA.

B. History/Social Studies –

i. Instructional Methodologies and Rationales

Students at VAMS will 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. Map skills and the ability to identify the places they study in history on maps is an essential component of this study. The social studies textbook series that we adopted is TCI's *History Alive!* This series has a Geography component that is supplemented with other map resources such as materials available from worldatlas.com on the internet.

Beyond geography, 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. Several specific methods are used to help our students tie people, places and events of history to their lives today. Students build timelines and make comparative charts for each culture that they study. Their building of knowledge and understanding are cumulative as each society or series of events is then added to those that have come before. This knowledge is tested through midterm and final exams that are cumulative in nature. In addition, students study the “rites of passage” from each society and compare them to the rites of passage that exist in our own societies and cultures. Our teaching of history is broken down into units aligned with California content standards. The literature and drama we embed into novel-based Language Arts program highlight themes from these different units.

ii. Assessment Methods and Tools

Our History program utilizes the Thinking Nation, which utilizes Document Based Questions (DBQs) in order to assess students understanding of historical events and the relevance to modern Civics. These assessments are graded by double-blind graders using a Common Core aligned rubric, and advanced placement rubric.

C. Mathematics

i. Instructional Methodologies and Rationales include:

- Direct instruction and lecture
- Teaching models
- Problem solving

- Inquiry Based Investigation
- Demonstration, explanation and teacher-facilitated discussions,
- Cooperative learning groups
- Socratic Seminar and Class Discussion
- Student practice materials.

ii. Assessment methods and tools used include:

- a. Teacher-designed tests
- b. District-wide Norm Referenced Tests
- c. Publisher-made tests and assessments
- d. NWEA Map Assessment
- e. Class participation
- f. Notebooks
- g. Homework
- h. Culminating Projects and Performance Tasks

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. One hallmark of teaching at VAMS is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, high-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 whiteboards with their own Expo markers to solve a problem their teacher posed.

We believe assessment must be integrated into the instructional program, and is as fundamental to good instruction as lesson planning and teacher preparation. At VAMS, every instructional unit must have a clear final assessment to measure students’ overall mastery of 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. Since units are connected to state standards, the assessments of those units align with state standards.

D. Science

i. Methodologies and rationales

Science classes will be based on the Next Generation Science Standard and will include a focus on the cross-cutting concepts. Thus, every unit will be guided by an essential question that frames 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, and stability and change. For example, a Biology lesson on bacteria and viruses would need to craft an Enduring Understanding and Essential Question related to one of the above concepts. If the teacher were to choose cause and effect, he 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 would directly connect 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 the teacher focuses the lesson on the cross-cutting concept of cause and effect and funnels 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. This further allows concepts to come to life through investigation and experimentation. Our teachers supplement the textbooks with materials from the Foss Series of Science kits, which are ready-made for student investigation and experimentation and other home materials. Our students will take courses studying standards outlined by the Common State Standards.

ii. Assessment Methods and Tools

Our Science program is assessed very closely to our Math program and utilizes the following features:

- a. Teacher-designed tests
- b. District-wide Norm Referenced Tests
- c. Publisher-made tests and assessments
- d. NWEA Map Assessment
- e. Class participation
- f. Notebooks
- g. Homework
- h. Culminating Projects and Performance Tasks

We believe that successful instructional strategies are contextual and practice-based in Science. 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 NGSS. One hallmark of teaching at VAMS is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, high-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 science class, students working in groups on mini whiteboards with their own Expo markers to solve a problem their teacher posed.

We believe assessment must be integrated into the instructional program, and is as fundamental to good instruction as lesson planning and teacher preparation. At VAMS, every instructional unit must have a clear final assessment to measure students’ overall mastery of 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. Since units are connected to state standards, the assessments of those units align with state standards.

1.14: Instructional Methodologies and Curriculum to Support Implementation and Ensure Student Mastery of the California Content and Performance Standards

VAMS's curriculum is based on the Common Core State Standards (CCSS). All teachers analyze CCSS and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. Then, they frame their lessons to ensure they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators to ensure content mastery occurs at the appropriate pace and in accordance with state standards.

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 the school, 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:

- The fundamental mechanics of the grammar of the English language;
- The writing process;
- 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.

Speaking, listening and writing is integrated into objectives and lesson plans, in order to ensure mastery of ELD standards. 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.

Methodologies and rationales

Science classes will be based on the Next Generation Science Standard (NGSS) and will include a focus on the cross-cutting concepts. Thus, every unit will be guided by an essential question that frames 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, and stability and change. For example, a Life Science lesson on bacteria and viruses would need to craft an Enduring Understanding and Essential Question related to one of the above concepts. If the teacher were to choose cause and effect, he 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 would directly connect 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 the teacher focuses the lesson on the cross-cutting concept of cause and effect and funnels 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. This further allows concepts to come to life through investigation and experimentation. Our teachers supplement the textbooks with materials from the Foss Series of Science kits, which are ready-made for student investigation and experimentation and other home materials. Our students will take courses studying standards outlined by the Common State Standards.

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

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

- **Summit Learning** is a personalized learning program that gives students standards based resources to master standards at their own pace. The program has three components:
 - Personalized Timeline: Presents the entire year of standards to students, with a diagnostic, resources for study, and a mastery exam for every standard. Students moves through the modules independently, at their own pace.
 - Cognitive Skills Projects: Teachers assign rigorous content projects that students complete using the platform, over the course of a unit of study. Students can see all resources, rubrics, and feedback that teachers have inputted for them in the platform.
 - Goal Setting: All students are given a staff mentor, who helps them to set goals for the upcoming weeks, and help them to organize their time to meet their goals.
- **NewsELA** is a literacy program that offers nonfiction articles pulled from publications like the LA Times, USA Today, and other reputable news sources, and allows readers to select the Lexile level at which the article will be presented. In addition to being an amazing differentiation tool, NewsELA also offers assessments and collaboration tools to enhance students interaction when using the platform.
- **MyAccess** is a writing program that allows students to type in everything from essays to short response answers, and receive automatic feedback an scoring on the structural and grammatical elements of their writing. This allows students to get immediate feedback on the elements of their writing that can improve it dramatically, while also receiving feedback from their teachers on their ability to form and support arguments, tell a captivating story, and all other elements of their writing’s content.
- **Khan Academy** is a computer-based assessment and math skills program. Students at all ability levels will use Khan Academy for instruction and practice to both fill skill deficits and to enhance understanding and retention. Students routinely use Khan Academy both on and off campus.
- **Typing Club and NitroType** are two programs used to improve student keyboarding skills, with the aim of removing typing as a barrier to student proficiency using technology. Students use these programs in Writing classes, and through our Personalized Learning and Technology block.

- **Write Score** Writing assessments are a core component of VAMS's instructional program. Write Score is a computer administered writing assessment and skill building program. Students will take two yearly writing assessments online and receive feedback 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.
- **Accelerated Reader** is a program used to track student independent reading. Students read books at their Lexile level, and upon completion, take an assessment on the novel. The program then tracks students' reading stats, making note of the complexity, length, and comprehension level of all of the books they complete.
- **Google Classroom and Apps** are used in all classes to assist students in conducting research and evidence collection for projects, word processing, spreadsheet creation/usage, and presentation software. Students use Google Classroom to access materials from their classes that teachers have uploaded. Students access Google Docs, Sheets, and Slides to write essays, complete writing assignments, build spreadsheets to track information in Math and Science, create presentations for final projects, and to collaborate with classmates on projects and assignments.

1.16- 1.19 DO NOT APPLY TO VAMS

1.20: Academic Calendar

1.21: Comprehensive Set of Daily Schedules

| Sample Schedule for Monday, Wednesday, Thursday, Friday | | | |
|---|---------------------------------------|------------------------------------|-------------------------------------|
| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
| Zero Period ⁵ 7:15 - 7:40 | Zero Period 7:15 - 7:40 | Zero Period 7:15 - 7:40 | Zero Period 7:15 - 7:40 |
| Advisory 7:45 - 8:00 | Advisory 7:45 - 8:00 | Advisory 7:45 - 8:05 | Advisory 7:45 - 8:05 |
| Period 1 (Math Skills) 8:02 - 8:52 | Period 1 (Math Skills) 8:02 - 8:52 | Period 1 (Elective) 8:08 - 9:08 | Period 1 (Math) 8:08 - 9:08 |
| Period 2 (Reading) 8:54 - 9:44 | Period 2 (Reading) 8:54 - 9:44 | Period 2 (ELA) 9:11 - 10:11 | Period 2 (Elective) 9:11 - 10:11 |
| Break 9:44 - 9:54 | Break 9:44 - 9:54 | Break 10:11 - 10:21 | Break 10:11 - 10:21 |

⁵ During this arrival time, students eat breakfast, and have the option of staying outside with their peers, or going to meet with a teacher for additional academic support. This is also a time where staff members meet with students who have been struggling with behavior, for goal setting and an encouraging start to the day. This period does not count towards instructional minutes

Sample Schedule for Monday, Wednesday, Thursday, Friday

| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|--|--|--|--|
| Period 3 (History or Science) 9:56 - 10:46 | Period 3 (History or Science) 9:56 - 10:46 | Period 3 (History) 10:24 - 11:24 | Period 3 (History) 10:24 - 11:24 |
| Period 4 (Problem Solving) 10:48 - 11:38 | Period 4 (Problem Solving) 10:48 - 11:38 | Period 4 (Science) 11:27 - 12:27 | Period 4 (Science) 11:27 - 12:27 |
| Lunch 11:38 - 12:18 | Lunch 11:38 - 12:18 | Lunch 12:27 - 1:07 | Lunch 12:27 - 1:07 |
| Period 5 (Writing) 12:20 - 1:10 | Period 5 (Writing) 12:20 - 1:10 | Period 5 (Math) 1:10 - 2:10 | Period 5 (ELA) 1:10 - 2:10 |
| Period 6 (Elective) 1:12 - 2:02 | Period 6 (Elective) 1:12 - 2:02 | Personal Learning Time & Technology/ELD 2:13 - 3:10 | Personal Learning Time & Technology/ELD[A3] 2:13 - 3:10 |
| Personal Learning Time & Technology/ELD 2:05 - 3:10 | Personal Learning Time & Technology/ELD 2:05 - 3:10 | | |
| Transition/*Early Dismissal 3:10 - 3:15 | Transition/*Early Dismissal 3:10 - 3:15 | Transition/*Early Dismissal 3:10 - 3:15 | Transition/*Early Dismissal 3:10 - 3:15 |
| Period 7 - Pathways 3:15 - 3:55 | Period 7 - Pathways 3:15 - 3:55 | Period 6 - Pathways 3:15 - 3:55 | Period 6 - Pathways 3:15 - 3:55 |

Minimum Day, Early Dismissal and Tuesday Schedule

| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|---------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|
| Zero Period 7:15 - 7:40 | Zero Period 7:15 - 7:40 | Zero Period 7:15 - 7:40 | Zero Period 7:15 - 7:40 |
| Advisory 7:45 - 8:00 | Advisory 7:45 - 8:00 | Advisory 7:45 - 8:00 | Advisory 7:45 - 8:00 |
| Period 1 (Math Skills) 8:02 - 8:52 | Period 1 (Math Skills) 8:02 - 8:52 | Period 1 (Elective) 8:02 - 8:52 | Period 1 (Math Skills) 8:02 - 8:52 |

| Minimum Day, Early Dismissal and Tuesday Schedule | | | |
|---|--|-------------------------------------|-------------------------------------|
| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
| Period 2 (Reading) 8:54 - 9:44 | Period 2 (Reading) 8:54 - 9:44 | Period 2(ELA) 8:54 - 9:44 | Period 2 (Elective) 8:54 - 9:44 |
| Period 3 (History or Science) 9:46 - 10:36 | Period 3(History or Science) 9:46 - 10:36 | Period 3 (History) 9:46 - 10:36 | Period 3 (History) 9:46 - 10:36 |
| Period 4 (Problem Solving) 10:38 - 11:28 | Period 4 (Problem Solving) 10:38 - 11:28 | Lunch 10:36 - 11:14 | Lunch 10:36 - 11:14 |
| Lunch 11:28 - 12:06 | Lunch 11:28 - 12:06 | Advisory 11:16 - 11:56 | Advisory 11:16 - 11:56 |
| Period 5 (Elective) 12:08 - 12:58 | Period 5 (Elective) 12:08 - 12:58 | Period 4 (Science) 11:58 - 12:48 | Period 4 (Science) 11:58 - 12:48 |
| Advisory 1:00 - 1:40 | Advisory 1:00 - 1:40 | Period 5 (Math) 12:50 - 1:40 | Period 5 (ELA) 12:50 - 1:40 |

1.22: Instructional Days and Minutes Calculator

| Grades | # of Reg. Days | # of Instructional Minutes Per Day | # of Early Dismissal Days | # of Instructional Minutes Per Day | # of Minimum Days | # of Instructional Minutes per Minimum Day | # of Other Days | # of Instructional Minutes per Other Day | Total # of instructional Days | Minutes Required by Law | Total # of instructional Minutes | # of instructional minutes above/below state law |
|--------|----------------|------------------------------------|---------------------------|------------------------------------|-------------------|--|-----------------|--|-------------------------------|-------------------------|----------------------------------|--|
| 5 | 131 | 380 | 46 | 305 | 0 | 0 | 0 | 0 | 177 | 54000 | 63810 | 9810 |
| 6 | 131 | 380 | 46 | 305 | 0 | 0 | 0 | 0 | 177 | 54000 | 63810 | 9810 |
| 7 | 131 | 377 | 46 | 305 | 0 | 0 | 0 | 0 | 177 | 54000 | 63417 | 9417 |
| 8 | 131 | 377 | 46 | 305 | 0 | 0 | 0 | 0 | 177 | 54000 | 63417 | 9417 |

SECTION 1.23 IS NOT APPLICABLE TO VAMS.

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

VAMS recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of students. Recruitment, professional development and support, and retention of the highest quality faculty will be of the utmost importance.

Bright Star Schools' local recruiting methods include word-of-mouth, employee referrals, LinkedIn Recruiter, 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, Bright Star recruits from the Nevada, New Mexico, Northern California and Twin Cities regions. Additionally, Bright Star contacts alumni networks of colleges and universities, as well as teaching-based organizations such as Teach for America and Building Excellent Schools.

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. During the org-wide professional development days, VAMS attends Bright Star Schools' professional learning days, which provide opportunities for teachers to attend differentiated sessions by content area (i.e. Mathematics, ELA, Science, History, etc.) and professional specific goals (i.e. English language development strategies, restorative continuum practices, building relationships with students, etc.).

VAMS 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 collaboratively develop the school wide goals with the school Principal, 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, Vice President of People Development, Instructional Coaches, and the Principal. These experienced educators will perform routine observations, provide feedback and prepare professional development workshops for the "Professional Learning Communities" (PLCs) as needed.

Additionally, professional development will be provided by the Bright Star Schools' Director(s) of Inclusive (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:

- Workshops, by content area, in cognitive engagement and rigor
- 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
- Promoting a safe and positive classroom culture.

Teachers new to VAMS have one week of orientation/development to learn the philosophy and structures of the school culture, all school policies and procedures, and to begin devising their classroom culture and scope and sequence plans of their respective curricula. Existing teachers have at least two weeks of professional development before school begins.

After our assessment week in fall and spring, there is a pupil-free day focused on data analysis. During this time, 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. After amending their instruction, teachers are encouraged to analyze the impact that changes had on student achievement. Coming together for these data-analysis checkpoints throughout the year ensure our data cycles are student-focused and thorough.

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, interactive workshops on high leverage instructional strategies, grade level and departmental meetings. During the grade level and department meetings, teachers collaborate on content-specific pedagogy and applications to their classroom. Additionally, teachers will be contracted to stay until 4 p.m. 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.

During the school year, VAMS teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis (once or twice a month) around high impact instructional and classroom culture strategies. VAMS and district administrators lead interactive professional development sessions focused on Danielson Framework focus areas and other high leverage classroom best practices. In addition to these workshops, teachers are also given time to work collaboratively in order to support each other's growth (i.e. Reviewing student data, lesson plans, etc.). 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.

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 implemented in all schools which allowed 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 Times⁶ 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 and will continue to seek funding for initiatives for family-friendly, wellness-based initiatives.

1.26: Meeting the Needs of All Students

A Student Support and Progress Team (SSPT) will be automatically formed for each student who does not have sufficient credits to be classified as matriculating to the next grade level. SSPTs will also be conducted for any student that struggles in general and is identified through the process which is conducted at monthly grade level meetings. At the monthly 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 a student has been deemed at-risk of becoming a long-term English learner. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SSPT. The SSPT 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 SSPT 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 SSPT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SSPT meetings will be documented, and student progress is reviewed in subsequent meetings. During the creation of the initial plan, the team indicates on the SSPT document whether the data will be reviewed after four or six weeks. The SSPT lead will gather and review the data at that point. If a student is following the SSPT plan and achieving, then a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate they are struggling.

1.26b: Meeting Needs of ELs

VAMS 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:

⁶ <http://www.latimes.com/local/lanow/la-me-ed-teacher-retention-grants-20170217-story.html>

- 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), VAMS shall submit a certification to the District certifying they will either adopt and implement LAUSD's English Learner Master Plan or implement VAMS's own English Learner Instructional/Master Plan. If VAMS 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 any Bright Star school, 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 non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent/guardian will be consulted by a certificated staff member regarding the need to administer the 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.

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.

VAMS 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. VAMS employs a site-based ELD coordinator that provides ELD instruction. Students who are ELPAC levels 1 & 2 receive designated supports. These supports take place at the end of the day during the personal learning period and/or Pathways. The table proceeding demonstrates the differences between designated and integrated supports.

CHART 1.11: 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 |

To ensure EL students receive the service need, ELD instructors created a feedback cycle where they will lead professional developments with their school team, then individually follow up with each staff member to lead walkthrough/observations. This ensures instructors are implementing strategies correctly. In the interim between meetings and observations, the complete list of professional development is accessible to instructors on an intra-organization platform. Some of the resources include previous presentations, professional resources for We all collaborate during the org-wide professional development.

English Language Proficiency Assessments

The ELPAC results are to be accurately and permanently recorded in the school's student information system. ELs with disabilities must be assessed with the initial or annual ELPAC. The results yield a three part process for VAMS:

- VAMS will review reports from initial and annual ELPAC results
- Analysis of high-level trends will be conducted
- Based off these trends, professional development will be created for all teachers so they can be equipped with support for these students.

Additionally, progress will be monitored in biweekly meetings with ELD coordinators to review reports and adjust analysis as needed.

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 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 ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

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 ELPAC Initial Assessment. Based on the performance level, a student may be classified as following:

Novice English Learner [EL]: Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.

Intermediate English Learner [EL]: Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 *ELD Standards*.

Initial Fluent English Proficient [IFEP]: Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).

Push Ins:

- EL students are supported in the classroom by one-on-one support with an ELD instructional assistant. Before entering the classroom, the supporting teacher reviews the lesson plan for the day in order to point out where support will be needed as well what types of supports will be helpful. Typically, students are given the one-on-one support during independent work time. Students are given supports such as sentence frames, guided reading, guided questions, model thinking, etc.
- Students also receive push-in support via their general ed teachers. As VAMS “pushes in” students, we also take notes on “missed opportunities” that come up during the lesson. For example, if a writing class assignment is given, without sentence frames for ELs, we take note of that lack of support and eventually communicate this observation with the general ed teacher. The feedback that is given, is expected to be applied to future lessons by the teacher.

Pull-Out

- EL students receive tutoring for their general ed classes during pull-out class, but it is geared towards integration. Students will work on the Summit (VAMS’ personalized learning program) course that they are struggling the most with, that week. It is a small group setting, where students will be able to get more one-on-one support from the ELD coordinator or the ELD Instructional Assistant.
- ELD pull-out will help students practice skills that will help them do well in summit. For example, students and their ELD coordinator will go over note taking skills, collaborative interactions, researching, pacing, etc.
- Students will work on their writing and reading skills by learning to skim articles, how to cite evidence, how to use proper punctuation, etc.
- Students will prepare for upcoming SRI or ELPAC assessments during our pull-out time together. Students will gain experience with the assessment through example questions.
- Students are given supplemental work during our pull-out time for their general ed classes that provides various modes for students to access the content (SDAIE strategies).

Additional support

- Depending on areas of need, other supports such as technology has been incorporated. Bright Star provides students with electronic dictionaries as well as Kindles to improve their reading experience.
- Students are given accommodations during state testing whenever possible.

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 level⁷:

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.

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

⁷ Definitions taken from: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

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). Chart 1.12 shows the minimum criteria to be considered for reclassification.

CHART 1.12: MINIMUM CRITERIA TO BE CONSIDERED FOR RECLASSIFICATION

| Criteria | 5 th – 12 th grade |
|---|--|
| English Language Proficiency Assessments for California (Performance Levels 1-4) | ELPAC Summative scores of 3 maximum or above in all of the following: <ul style="list-style-type: none">• Overall Performance• Oral Language• Written Language |
| Teacher Evaluation | Grade of C or better in a grade-level English or LTEL course |
| Basic Skills Assessment | Basic, Proficient or Advanced score on the Reading Inventory (RI) Or Standard Met or Standard Exceeded on the ELA SBAC (5 th and 11 th grade) |

| Criteria | 5 th – 12 th grade |
|--|---|
| Parent Consultation | Parent Opinion and Consultation |
| SSPT Student Support and Progress Team | When a student has met the ELPAC Summative and grade level skills criteria for reclassification except for the teacher evaluation requirement, the student's English proficiency must be reviewed by the SSPT for reclassification readiness. |

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.

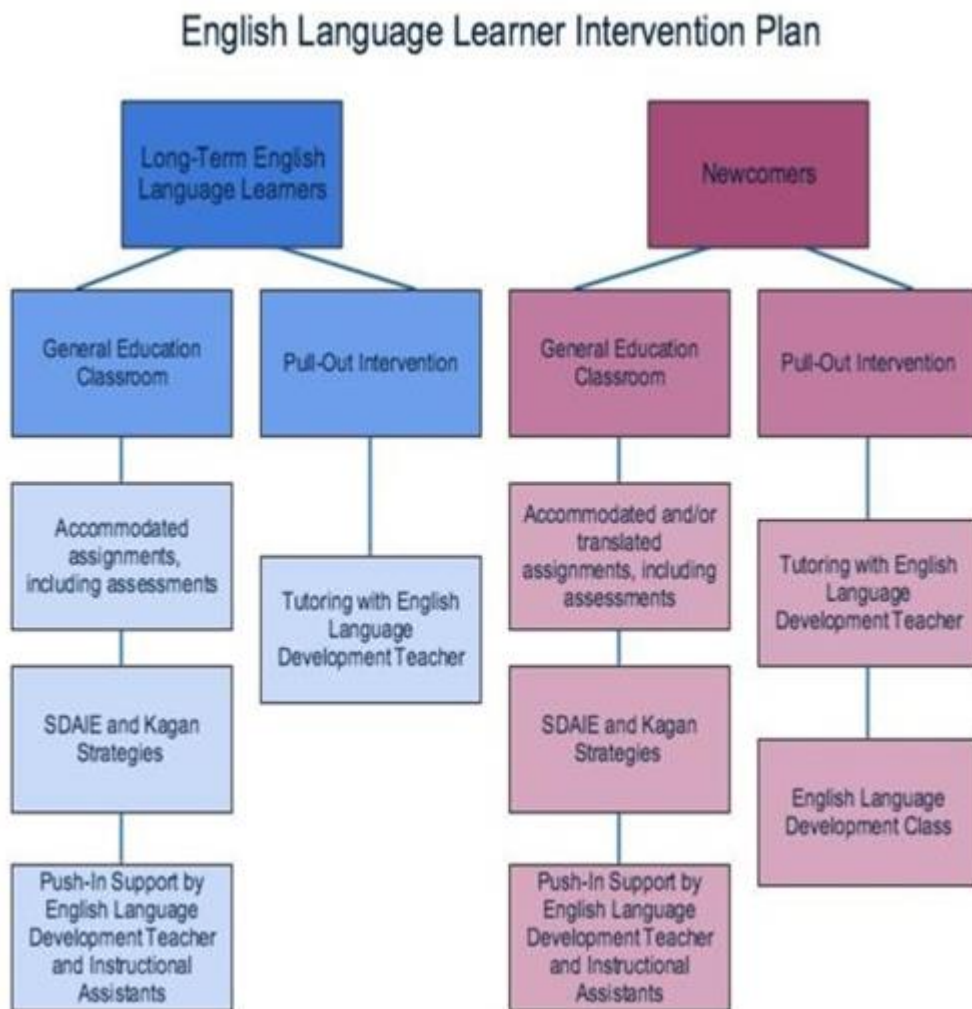
PROCESS FOR MONITORING PROGRESS OF ELS AND RECLASSIFIED (RFEP) STUDENTS

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 VAMS monitors and supports Long-term English Learners (LTELs).

CHART 1.13: ENGLISH LEARNER INTERVENTION PLAN



Within the classroom support listed in the chart above, students will also be supported by teachers choosing scaffolds for the students deemed appropriate with the curriculum⁸. When needed, interventions will be provided outside the base curriculum.

If a student has been identified as at-risk for becoming an LTEL⁹ by their teacher or Counselor (primarily through chronic low-test scores and observation), they will be referred to the student support team to determine specific supports needed. See the first paragraph in *Section 1.26: Meeting the Needs of All Students* for more information on how the SSPTs determine appropriate next steps and accurate assessments of student needs.

Since the ELD coordinator manages each school's EL program, VAMS administration will evaluate the ELD coordinator by using the "ELD Professionalism Rubric," which includes data on student

⁸ Source: Summit Learning Professional Development

⁹ Students are at risk when their performance across subject areas is not satisfactory and they are in danger of failing. Summit Learning allows VAMS to quickly and efficiently diagnose the specific learning needs of individual students. Early identification of non-satisfactory performance is followed by targeted academic support which includes small group instruction and individual interventions. Additionally, each student meets regularly with their dedicated mentor. These meetings allow the mentor to develop a deep understanding of the student's needs, connect and provide a safe space where students can go for support and establish both short- and long-term curricular goals.

performance in reading, speaking, listening and writing. Based off the rubric scores, VAMS will set goals for the next year based off the evaluation of trends highlighted from the student performance data.

1.27c: Meeting the Needs of Gifted and Talented 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, VAMS 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, based off scores from NWEA, Summit, and CAASPP data
- Earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

A meeting with the parent, counselor, and the principal or designee is used to document goals and objectives to accelerate a student achieving above grade level. VAMS's 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 subgroups during grade level meetings and at the Bright Star Data Days. VAMS will examine student's performance and supports to help advance this group.

HOW VAMS 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.

HOW VAMS WILL IDENTIFY STUDENTS IN THIS GROUP

Teachers use a variety of in-house standards based assessments, along with Smarter Balance Assessment, Interim Assessment Blocks, and Interim Comprehensive assessment results to determine the students who need additional supports. 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. In addition, the following paragraph describes how Summit is utilized to identify and meet the needs of student in achieving above grade level.

VAMS Summit for Students Achieving Above Grade Level

In the Summit Learning experience, students set and track goals, learn content at their own pace and complete cognitively rich tasks and projects. In Summit, students are guided through a personalized learning cycle (playlist) that develops self-direction by teaching them how to set goals, make plans, demonstrate their skills and knowledge, and reflect. If a student is achieving content at high levels, an accelerated or more targeted pace is offered. This pace will continue as long as they continue to master the content. Once a student feels they are ready to show what they know, they will take an on-demand, proctored Content Assessment. This type of personalized learning has enabled teachers to move away from a lecture-oriented classroom environment, and spend more time as a mentor and facilitator, creating small groups to support students performing below grade level. For students achieving above grade level, it also offers the ability to move beyond typical “ceilings” set for each grade level.

1.28: Meeting 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 SSPT 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 SSPT 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 conclusions are not clear cut, due to an inability to conduct a truly scientific investigation on this topic. 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, VAMS strives to put in place a multitude of interventions for students so that all make satisfactory progress toward their goals. Families are provided with Report Cards at the end of each month and quarter to ensure families are fully informed of the student’s progress towards promotion requirements. In the event that a student is at risk of retention, the school notifies first notifies the parent in writing and by phone after the first trimester ends. Before March 1 of the current year, the student does not appear to meet the promotion requirements, the student’s Counselor and teachers will consult with the Principal and parent in each case concerning possible retention (this will be the second time the parent is notified of possibility of retention). In all cases, parents are encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision by VAMS leadership, teachers,

and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed.

If parents do not agree with the assessment as made by the team, Parents may appeal to the Principal, then Deputy Superintendent of Education, and finally the Executive Director, using the Family Complaint Policy outlined in the Student and Family Handbook.

VAMS Summit for Students Achieving Below Grade Level

In the Summit Learning experience, students set and track goals, learn content at their own pace and complete cognitively rich tasks and projects. In Summit, students are guided through a personalized learning cycle (playlist) that develops self-direction by teaching them how to set goals, make plans, demonstrate their skills and knowledge, and reflect. This is particularly helpful for students achieving below grade level, as the content meets each student where they are at academically. Regardless of performance, students move at their own pace and do not move on to the next concept until they have reached mastery. Once a student feels they are ready to show what they know, they will take an on-demand, proctored Content Assessment. This type of personalized learning has enabled teachers to move away from a lecture-oriented classroom environment, and spend more time as a mentor and facilitator, creating small groups to support students performing below grade level. This helps build foundational knowledge for students, as well as build confidence in academic potential.

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

VAMS monitors the progress of students at-risk through implementation of its data driven systems included Illuminate, iStation, Reading Inventory, and Dreambox Math. Weekly, interim and yearly assessments are provided to all students and the data is aggregated by sub groups. VAMS 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 overseeing this monitor of progress.

1.29: Meeting the Needs of Socio-Economically Disadvantaged Students

As mentioned in Section 1.2, the vast majority of our families in the communities we serve are socio-economically disadvantaged. In the 2017-2018 CALPADS data, 91.2% 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. Since we anticipate the majority of our students come from socio-economically disadvantaged backgrounds, Counselors will continuously monitor all students and identify supports (including access to our free/reduced meal plan, socio-emotional counseling, tutoring, and after school program, etc.) VAMS 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 VAMS 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 VAMS 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 Pupil Personnel Services (PPS) credentials, many also possess a Master of Marriage and Family Therapy (MFT) or a Master of Social Work (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. Faculty and staff accompany students on a number of enriching trips such as Underwood Farms, the Gentle Barn, and Topanga Canyon's Shakespeare camps. VAMS also collaborates with community partners to coordinate events such as the Community Helper Living Museum, so students can make and develop greater connections to their community at large.

1.30: Meeting the Need of Foster Youth

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 Day in the Life of Valor Academy

At Valor Academy, we value transparency in the policies, structures, and systems that guide the makings of our school culture and academic program. Our belief in the transparency of our school is three fold: 1) We are accountable to the public that we serve; 2) We have a responsibility to share the successes that result as a direct corollary to the best practices that we employ; and 3) We wish to open ourselves to useful feedback, so that we continuously improve the systems that serve our students. At Valor Academy we will always ensure that our doors are open to visitors who can share our pride in the great successes of our scholars and who can provide ongoing feedback on our educational program.

After one visit to Valor Academy a visitor understands that the small school environment, the various systems of school support, and the dedicated faculty and staff ensure that each student's academic and developmental needs are addressed. The curriculum and structure at Valor Academy reflect recognition of students' needs at each age, grade level, and stage of maturity, scaffolding instruction and support to provide our graduates with the most realistic transition for each individual student to high school and beyond. The

visitor notes that the culture at Valor Academy, and the considerable time spent developing ethics and character through advisory periods and other dedicated community and class time, are fostering individuals able to stand on their own, advocate for themselves, take pride in their accomplishments, and attain a sense of responsibility for their own success. This culture, intertwined with the organized, safe, and warm physical space where every classroom is named after a different college and led by dedicated teachers who exhibit their alma mater pride while supporting students, embeds the importance of relentlessly pursuing education regardless of any obstacle.

Before the School Day Begins

The doors of Valor Academy open to welcome our students 7:15 am. At that time, every Valor student is greeted with a smile, eye contact, a firm handshake, and an affirmation that a great day of learning awaits them.

As the students make their way into school and proceed to get their morning breakfast, they have an opportunity to decide how to spend this vital period of the day. They may choose to enjoy breakfast with friends and staff members who are on supervision duty. They may also choose to attend the morning office hours in order to get the additional academic support for any of their core content classes. Some students who may have exhibited the need for more personalized attention may be invited to *Morning Intention*, a time where they and our Behavior Intervention Specialist can meet to start the day off with intention/goal setting and overall positive interaction designed to offset some of the personal challenges students may be struggling with which are impacting their ability to focus completely on academics.

At 7:40, all students and staff members gather together in the center of the school in their respective university groups for Morning Pride. Morning Pride can best be described as a combination of ritual, celebration, community development and expectation establishment with the sole purpose of ensuring all start the day feeling connected, valued, and with a clear understanding of what we need to do to have a successful day and why. As Morning Pride concludes, all students and staff recite our Honor Code and exit to classes with resounding university chants.

Academic Day

After the students leave Morning Pride, students begin their day with Advisory classes which serve to continue to prepare students for a successful day, while also introducing students with opportunities and exercises designed to better understand their world and their place in it. These exercises can come in many forms including CNN Students News, quotes of the day, college awareness presentations and teacher to student check ins.

Upon conclusion of advisory, students then transition into their instructional periods of the day, which has been designed to maximize opportunities for learning. The fifth and sixth grade schedules feature double periods of Math and English, to build foundational knowledge and basic skills, as well as one period of Science revolving around experimentation and scientific method or History revolving around historical literature and standards-based material (Science and History alternate by quarter). The seventh and eighth grade schedules allow for a more expanded academic study, with a schedule that now includes English, Math, Science, and History. Cross curricular literacy is very important at Valor Academy, so all classes incorporate reading and writing techniques to build a strong literacy core. For example, History in all grades will incorporate fiction and non-fiction literature that are analyzed in class in addition to standards-based lessons that contextualize the concepts read about in the literature. All grade levels also benefit from a Life Skills course that encompasses organizational skills, character development, and entrepreneurship. Each student takes Physical Education to develop a strong mind *and* body, and art and music are offered to allow students to express themselves through different mediums.

Classroom Systems

Walking from class to class, the visitor notices that there is a school culture and school wide systems that uphold and support the high expectations set for students. All classrooms include signs that reinforce the school's values, a board that states the nightly homework for each subject, and a common blackboard configuration that includes an AIM for the lesson, a Do Now (or starting activity), and an agenda. All teacher instruction follows the "I do, we do, you do" format, incorporating engaging strategies, group work, and the latest techniques learned from professional development to increase and drive student performance. All teachers are trained to expect one hundred percent student participation, and use devices and systems incorporated school-wide such as SLANT (Sit up, Listen, Ask Questions, Nod, and Track) to keep students attentive. Transitions are smooth and without disturbance, maximizing efficiency and minimizing distraction. Students have been inculcated with training in systems as simple as raising hands, handing back papers and moving in lines, to complex systems involving respectfully offering feedback to peers during class.

The school day for all students comes to a close with our Personalized Learning and Technology (PLT) period. This is class time singularly focused on student growth by providing students with individualized support for learning, student choice for how they use this time, and academic check ins with adult mentors. We believe this period of the day is one of our key levers for improving academic achievement and fostering a learning community based on personalization and high expectations.

Pathways

At 3:10, our school day becomes even more personalized in terms of vision and structure. For students who qualify with the passing of all classes and teacher recommendation, we have instituted early dismissal, thus allowing the school to focus more specifically on those who may need additional academic or behavioral support. Be it content tutoring, personal interests in clubs ranging from Jiu Jitsu to orchestra, yearbook to choir, or even participating in sports clubs, we feel that all remaining student benefit greatly as their "path" was designed to meet both their needs and interests.

After School

Given the amount of time and energy we have dedicated to creating a school environment designed to maximize learning opportunities and development during the day, we have placed significant emphasis on our after school program as well. Partnering with *After School All-stars*, an award winning and highly recognized after school program, we work vigilantly with them to ensure that every student who is in need of after school support is met with academic assistance of the highest level, a robust enrichment program which provides opportunities for students not always prevalent in many of their homes, and our continued focus on ensuring that all students are surrounded by a community of students and staff who are committed to providing them with what they need to achieve their highest potential.

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.

SECTIONS 2.1 – 2.4 CAN BE REFERENCED BY THE LCFF TABLE IN ELEMENT 1

2 - 3.5 Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Part A: Monitor And Measuring Student Progress

The assessment plan for VAMS 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 VAMS expects students to learn, assignments are aligned with Common Core state standards (as available) and the school’s desired pupil outcomes and curriculum. All curriculum and assessments are standards-based as mentioned in Element 1. Ongoing assessments are used to meet the following objectives:

- To help teachers revise curriculum and instruction according to student needs.
- To help principal and Deputy Superintendent of Education effectively manage their staffs for effective outcomes.

- To give parents and students meaningful, useful feedback on student progress.
- To compare the school's progress to that of schools with similar student demographics.
- To monitor the school's progress in meeting its mission and revise its activities as needed.
- To be accountable for meeting student exit outcomes.

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 using diagnostics and prior years' academic data and then continuously monitor and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction as needed.

Specific Assessment Tools (frequency included):

1. **Baseline Assessment:** Baseline assessment is obtained using data from both internal and external assessments. At the beginning of the year, all students are administered a universal screener assessment for reading, called the Scholastic Reading Inventory, or SRI. Additionally, students are also given the NWEA Map Assessment, which is a Norm Referenced Test that provides data on student ability in Reading, Math, and Science. This allows the school to gather more specific data on student needs than that CAASPP data alone. These results are used to appropriately determine additional interventions and supports that will support student needs. 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. Additionally, at the start of each school year, teachers closely examine student achievement on the previous year's CAASPP, paying special attention to claims and targets that need additional support. These comparative results, in addition to data from internal assessments, are used to improve instruction for the following school year.
2. **In-House Assessments:** There are two categories of assessment at VAMS:
 - a. Formative Assessments that measure how well the students have understand and master the more normalized standards-based assessments. These assessments include the NWEA Map Norm Referenced Exam (administered three times a year- in August, February, and June) to measure growth in ELA, Math, and Science; the Scholastic Reading Inventory (administered monthly) to measure growth in reading comprehension; and Write Score (administered twice a year- in October and March) to measure growth in writing ability. We believe that everyone 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 two-three times a year and mirror the Performance Tasks students will encounter on the CAASPP. Additionally, teachers use a range of informal assessments during the learning process in order to modify teaching and learning activities to improve student attainment. These formative assessments allow teachers to determine student progress on a defined sets of skills, as well as measuring overall students growth over the course of predetermined periods of instruction. Teachers use teacher-created assessments they further embed into the curriculum, unit tests, quizzes, as well as interim comprehensive assessments developed by the Smarter Balance Assessment Consortium, NWEA assessments and WriteScore.
 - b. Summative Unit Assessments/Projects: Teachers create or compile course assessments or end of unit projects that take place at the end of each unit. They inform current

instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught.

3. **Report Cards:** Although information on student academic performance is provided to families weekly, formal Report Cards are published each trimester. Promotion goals are managed by the student data coordinator who generates report cards. If a student is “Not Yet On Target” (NY), then additional supports, interventions, and family meetings are put in place to support the student in reaching the promotion goals.

2 – 3.6: Data and Reporting

VAMS 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 teachers 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 are 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 two hour 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.

In addition to teacher-created assessments and projects, we administer the NWEA MAP Norm Referenced Exam, Scholastic Reading Inventory, Write Score writing performance task exam, and the ACT Aspire exam. We review these results by grade level cohort, individual class, and individual student as an ongoing part of our staff Professional Development. 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 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.

Role And Use Of Data To Inform Stakeholders Of School Performance

VAMS also uploads all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC). The Board of Directors issues 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.

3.7 Data Reporting

3.7a: Grading and Reporting

| 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% | | |

| Letter Grade | Percentage | Rubric Score | Meaning |
|--------------|------------|--------------|--|
| 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% | | |
| NY | Below 70% | 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: Type And Frequency Of Progress Reporting

1. School-wide Annual Report of Progress: VAMS prepares for parents, community and the District an annual accountability report with additional elements reflecting on the school's performance toward meeting the provisions of the charter.

- The SARC report is available on the school website here (full HTML script available here: <http://www.brightstarschools.org/SMC/1345-School-Accountability-Report-Cards.html>);
- 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;
- Our Executive Director prepares reports for the board on a monthly basis;

- d. The Deputy Superintendent of Education prepares an internal report monthly for VAMS 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: Students receive report cards at the end of each trimester. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. These student progress reports are distributed weekly to all students. Progress reports create a succinct written record of student performance in all core content classes. Progress reports are one of several ways to keep parents in the communication loop about student performance, and ensure that communication around student progress is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of VAMS, and is triggered by the assessment timeline. Parent conferences with teachers on an informal basis throughout the year, and on a formal basis two times per year to discuss students' academic progress and upcoming learning plans.

Every effort is made to identify students who are not performing well early in the trimester. 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 two scores each week, accurately reflects 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 SSPT by any one of their instructors or counselors, 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 counselor and the student to identify the barriers to success. Depending on the reason, counselors will recommend the appropriate supports for the student to their instructor, including: tutoring, intervention materials or programming, retaking assignments or assessments, and enrollment in study groups.

Instructors meet throughout the year in Professional Learning Communities 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

At VAMS, each year the school strives to ensure that students are "on target" before taking state exams. VAMS has a policy of no "social promotion" and believes that promoting students to the next grade level only when they are academically prepared is best for their long-term success. To this end, VAMS utilizes multiple assessments and metrics, to determine student mastery of content and readiness for the next grade level. Each year's promotion requirements are published and distributed via the Family and Student handbook. If parents do not agree with the assessment as made by the team, parents may appeal to the principal, then Deputy Superintendent, and finally the Executive Director using the Family Complaint Policy as outlined in the Student and Family Handbook.

As part of the appeal process, parents and students are encouraged to resolve concerns and disputes about school policy and decisions made by teachers, staff and administration in an informal manner by

requesting a conference to discuss the issue. If concerns are not remedied in a manner satisfactory to the parents or student, they may elect to pursue a formal resolution of family concerns.

For more information regarding VAMS'S retention policy, see *Section 1.28: Meeting the Needs of All Students: Students Achieving Below Grade Level*.

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.¹⁰

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.

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.

¹⁰The 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.

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 academic calendar

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

VAMS 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 below 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 Council, 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;
- Identify fundraising opportunities;
- Plan fundraising events or programs;
- Develop and evaluate fundraising goals.

B. Finance Committee

- Monitor budget implementation through periodic financial reports;
- Approve accounting policies;
- Provide for an independent annual audit by qualified CPA;
- Ensure adequate insurance;
- 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.

C. Academic 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.

BRIGHT STAR SCHOOLS GOVERNING BOARD

Charter School agrees and acknowledges that as the sole statutory member of Bright Star Schools, the Bright Star Education Group (BSEG) governing board does not vote on or otherwise control matters governed by Bright Star School's governing board, including but not limited to the governance and operation of Charter School and as delineated in the approved charter. Bright Star Schools is the holder of the charter of the Charter School and ultimately has all governing and fiduciary responsibility for any and all actions related to the Charter School. Charter School agrees and acknowledges that BSEG's 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.

All contracts between Bright Star Schools and BSEG shall require that, in performing any and all obligations and/or exercising any rights under such contract, BSEG and its governing board, employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between Bright Star Schools and BSEG, must be approved by Bright Star Schools in a lawful, open and transparent manner. Bright Star Schools shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to District oversight.

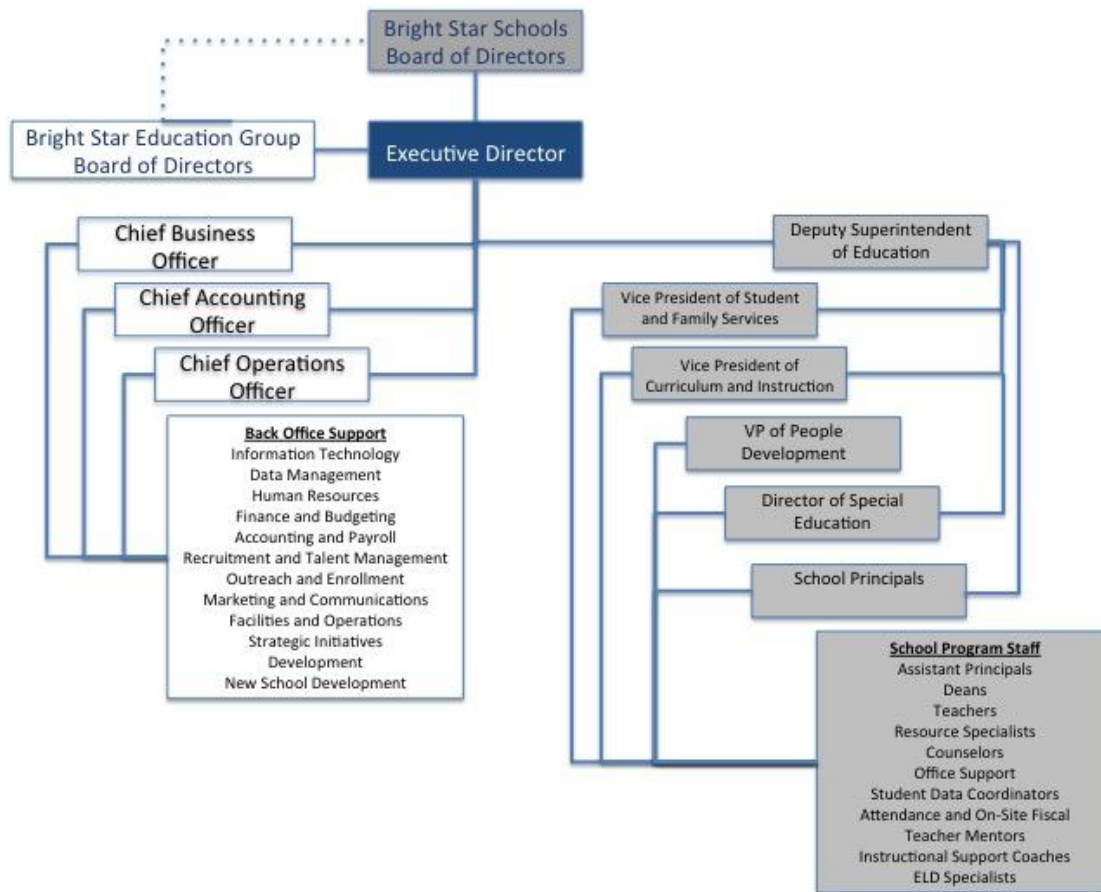
Bright Star Schools agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School. Such 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).

Bright Star Schools acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve Bright Star School's public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight. Bright Star Schools agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight.

Notwithstanding any other law or provision of this Charter, Bright Star School's governing board shall not be comprised of a majority of any combination of member(s) or member(s)'s directors, employees, or affiliates.

The Bright Star Schools Board determined in 2018 that it was in the best interest of the organization to terminate the BSEG contract for management services and return all back office functions to Bright Star Schools and its staff. Both the BSEG and Bright Star Schools Boards approved that termination June 2018. Thus, as of July 1, 2018 and going forward for the renewal term, all administrative and management functions of the Charter will be carried out by Bright Star Schools directly by its Board and management. No services fees of any kind are paid to BSEG, and there are no paid BSEG employees serving Bright Star Schools. BSEG's sole function at this time is to serve as a facility development and lease-holding entity to serve Bright Star Schools.

BRIGHT STAR SCHOOLS ORGANIZATION STRUCTURE



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 VAMS.
- Ensure adherence to all state and federal requirements as well as those requirements set forth by VAMS in its charter.
- Evaluate the Executive Director annually and hold him/her responsible for meeting the academic and fiscal goals of the school.
- Ensure effective organizational planning for the school.
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
- Ensure the long-term financial stability of VAMS.
- 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.

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.

B. Executive Level Employees

- a. **Executive Director:** The Executive Director (ED) oversees and advances all Bright Star Schools. The ED embodies and advocates for the mission, vision, and strategic direction of the school organization. The Executive director drives systems and accountability to engender academic excellence, holistic programs and inclusive supports for students and families. He or she ensures compliance with the school's charters and all relevant laws and requirements as set forth by the District and State. The executive director manages all external and internal operations, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operations of the schools. The ED oversees all positions in the organization and directly manages the DSE, CBO, CAO and COO. The ED is hired and evaluated by the Board of Directors of Bright Star Schools.
- b. **Deputy Superintendent of Education:** The Deputy Superintendent of Education (DSE) is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The DSE oversees the Principals, Assistant Principal, the Vice President of Family and 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 Executive Director.
- c. **Chief Business Officer:** The Chief Business Officer (CBO) leads financial operations for Bright Star Schools. The CBO manages Bright Star's facilities team, which is responsible for identifying, acquiring, renovating and maintaining the educational facilities serving the Bright Star network. The CBO also oversees the strategy team in completing special projects in Media/Marketing, Branding, Advancement and Advocacy integral to the success of the schools, and provide direction for Outreach and Enrollment efforts. The CBO works closely with finance personnel (primarily the CAO) to create and manage school and organizational budgets. The CBO manages all facility personnel, outreach and enrollment personnel, strategy personnel, as well as a number of strategic consultants and advisors. The CBO is hired and evaluated by the Executive Director.

- d. **Chief Accounting Officer:** The Chief Accounting Officer provides the leadership, management and vision necessary to ensure that the organization has financial strength and operating efficiency to ensure the sustainability of the organization, as well as ensures the people systems, fiscal controls, administrative and reporting procedures are in place to serve the students, parents and staff. The CAO is responsible for budget implementation, accounting, audit, forecasting, strategic planning, and federal, state and donor reporting and compliance. In addition, the CAO will have primary day-to-day responsibility for managing and controlling, planning, implementing, all financial-related activities of the organization. The CAO is hired and evaluated by the Executive Director.
- e. **Chief Operations Officer:** The Chief Operations Officer (COO) is an essential leader in the network, providing input into all strategic and operational aspects of the organization. The COO is responsible for overseeing the following departments at all schools: school operations, student information, compliance and legal activity, survey administration, human resources, and information technology. The COO is hired and evaluated by the Executive Director.

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

Full resumes and Board Questionnaires for each Board member are included in Tab 11. 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 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 Bright Schools Board of Directors is made of 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. If a need for new board members arises, 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, the interview process includes an initial interview with the Executive Director and school tour; interview(s) with current board members; formal submission and resume, written responses, and board member questionnaire; and, reference checks. The Board is currently comprised of fourteen who serve three-year terms.

4.4 - 4.5: Governance Procedures And Operations

All 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 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. The

frequency of board meetings is typically six times per year, staggered approximately every other month. In addition to attending board meetings, committee members will also attend committee meetings. The committee meetings are also typically up to six times per year, staggered approximately every other month.

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.

VAMS 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. Committees will comply with provisions of the Brown Act.

4.6: Stakeholder Involvement

ROLE OF PARENTS AND STAFF IN THE GOVERNANCE OF THE SCHOOL

Parents of Bright Star students 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. VAMS 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.

In addition to brightstarschools.org and social media updates, where parents and families can follow school updates and access resources (public documents, agendas, schedules, etc.), VAMS utilizes a

system of communication for families called ParentSquare. ParentSquare allows VAMS to reach families through email, text and phone call for school updates, events, and emergencies, as well as the ability of direct messaging for families to get a hold of staff in their home language, and vice versa. Additionally, VAMS can post all meeting agendas and updated calendars, including board meetings and School Site Councils, through ParentSquare as an added way to encourage parent participation.

PROCESS BY WHICH VAMS 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 five times per year during each School Site Council meeting.

In early February, the Deputy Superintendent of Education oversees the collaboration with the school Principal and School Support Team to draft a plan in accordance with State Priorities and local goals. In March/April, the Principal holds an Open Hearing to present State Priorities and the school goals. Goals are then amended based on recommendations provided from the school community. In May, amended plans are presented for feedback to School Site Council. All stakeholders are invited to submit public comment.

Final plans are approved at a public board meeting.

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

Parents will serve as members of the School Site Council (SSC). The VAMS SSC is comprised of ten members of the school community and includes the Principal, teachers, parents, and other staff members. There will be 5 staff seats and 5 parent/community seats. SSC members are nominated and elected by their peers and serve up to two year terms. As a member of the SSC, all members (principals, teachers, students, and family members) should attend five (5) meetings and are responsible for examining student achievement data, revising and maintaining the school goals as listed in the Single Plan for Student Achievement and the Local Control Accountability Plan. 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. The English Learner Advisory Committee also gives recommendations on the annual LCAP review.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, parenting strategies, suicide prevention and intervention, etc.
- Posting of Board agendas in the school's main office.
- 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

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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1: Employee Positions -- Bright Star Schools

A. Executive Director (Classified)

The Executive Director (ED) oversees and advances all Bright Star Schools. The ED embodies and advocates for the mission, vision, and strategic direction of the school organization. The Executive director drives systems and accountability to engender academic excellence, holistic programs and inclusive supports for students and families. He or she ensures compliance with the school’s charters and all relevant laws and requirements as set forth by the District and State. The executive director manages all external and internal operations, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operations of the schools. The ED oversees all positions in the organization and directly manages the DSE, CBO, CAO and COO. The ED is hired and evaluated by the Board of Directors of Bright Star Schools.

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, 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 VAMS 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.

B. Deputy Superintendent of Education (Certificated)

The Deputy Superintendent of Education (DSE) is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The DSE oversees the Principals, Assistant Principal, the Vice President of Family and 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 Executive Director.

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 VAMS'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.

C. Vice President of Student and Family Services (Classified)

The Vice President of Student and Family Services 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 VP 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's deans 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.

D. Director of Special Education (Certificated)

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.

E. Director of Curriculum and Instruction (Classified)

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.

F. Vice President of People Development

The Vice President of People Development, under the supervision of the Deputy Superintendent of Education, leads the Bright Star Schools Talent team in setting strategy and ensuring the team meets its' goals in the areas of recruitment and hiring of new teachers, onboarding our new educators, new teacher development, development of teacher leaders, and evaluation & development of all teachers and instructional staff across the organization.

Responsibilities:

- Oversight of instructional recruitment and hiring
- Oversight of new teacher onboarding and development
- Oversight of teacher evaluation and retention

5.2: Employee Positions – Campus Employees

A. Principal (Classified)

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.
- 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 overseen by the Principal:
 - The Connections 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 Bonuses
 - 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 (PLC) 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 (Certificated)

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 supervision of the Assistant Principal, as supported by the Principal:
 - The Connections 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
- 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:
 - 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.
 - Standards maps
- 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.
- 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 (Certificated)

VAMS 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 (Classified)

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, and administration. 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 (Classified)

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

e. Instructional Assistants

VAMS'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 VAMS 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 VAMS 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 required)
- 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 VAMS 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 (Classified)

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 bloodborne 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(s) of Records

In accordance with California Department of Justice requirements, the BSS HR Director will serve as VAMS's custodian of records based on a management agreement with Bright Star Schools.

6.2: Student Health and Wellness

All Bright Star Schools take a holistic approach to understanding and developing student wellness. At VAMS, 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:** VAMS's physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. All students at VAMS shall 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, and also teaches students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

2. **The Connections Program:** 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. Bright Star Schools designed The Connections Program so every student will have an ally on staff. The Connections Program provides every VAMS student with individual counseling, academic support, and social service referrals from their personal advocate ("Counselor").

Counselors fill out intake forms at the beginning of the year 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. 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 Counselor. Rapport is built through being a consistent and reliable adult in the youth's life. The Counselor models appropriate behavior and respect by being culturally sensitive, always keeping their word, following through in a timely fashion, being friendly and polite, helpful and always 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 Counselors 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. **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 LIFT¹¹, Didi Hirsch Mental Health Services, and Family Source Centers of Los Angeles, just to name a few.
- e. **Nutrition:** All VAMS students, regardless of need, receive at least one free, nutritional meal on campus every day.
- f. **Sexual health education and safety:** VAMS provides sexual health and human immunodeficiency virus (HIV) prevention education as a workshop to students in grades 7-8, as well as a separate workshop for parents.

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.

¹¹ <https://www.liftcommunities.org/why-lift/our-solution/>

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: Schools Plan To Achieve and Maintaining LAUSD’s Racial And Ethnic Balance Goal.

VAMS 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 November through August. VAMS is committed to serving all ethnic groups and maintaining LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, through the use of various advertising techniques to recruit students.

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 VAMS to another school site) through which feedback is gathered by VAMS administrators from the students and parents who choose not to enroll or re-enroll at VAMS.

Externally, VAMS 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

enrollment team 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.

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 North Hills Panorama City area libraries, recreation centers, local businesses, middle schools and faith-based organizations.
- Presentations at various multi-ethnic events, including community fairs and festivals
- 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 North Hills and Panorama City 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 populations.
- Host a Community Breakfast in the fall and spring to give families the opportunity to tour the campus, meet staff, and learn more about the programs.

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 predominantly consist of Latino/a and also include backgrounds of African - American, Asian and Pacific Islander, among others. VAMS 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. VAMS seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of North Hills. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, VAMS's target demographic seeks to serve that population.

As stated in our vision, VAMS seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, VAMS 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, VAMS 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.

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

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, immigration status, 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.

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, 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 with disabilities, 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 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.

Once the student has been admitted, the school's policy is 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:

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

In order to align with VAMS'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 VAMS 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 a Lottery Application Form 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 a Lottery Application Form before the lottery deadline are counted to determine if Charter School has received a number of Lottery Application Forms 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, flyers in public places (i.e. On campus, libraries, community centers, parks, etc.). Applicants who have submitted a Lottery Application 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 a Lottery Application 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 a Lottery Application Form happens at any Bright Star school or online. Please note the lottery will happen in early spring, so applications submitted after will be added to the waitlist, if necessary.
2. Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
3. Random Public Drawing (during early spring 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 and 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 enrollment team in a location open to the public (typically on VAMS campus) and advertised to the school community. Given the native languages of the anticipated target community, all proceedings in the morning and 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 live for those in attendance, and all who submitted a Lottery Application Form are mailed their individual results and follow up phone calls are made by the Outreach Team and/or school Office Managers for admitted students.

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.

To ensure a fairly executed program, 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 early spring 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 Lottery Application 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 preference 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 VAMS Office Manager immediately via phone call, and email as a secondary option. 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 Lottery Application Form, 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 Audits

Adequate cash flow for VAMS 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 Chief Accounting Officer, along with the Chief Business Officer, regularly prepares annual budgets with three year forecast as well as monthly financial reports, including revenue and expenditure reports, balance sheets, monthly forecasts, and cash flow statements that the Board of Directors reviews during their board meetings. The Bright Star Schools accounting department 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 Finance Committee, in conjunction with the Chief Accounting 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 Accounting 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 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. Biweekly, staff participate in professional development focused on teaching, communicating and practicing the school's discipline policy to ensure school practices are consistent. These strategies focus on developing relationships with students, restorative practices, identifying and avoiding triggers for undesirable behavior (when possible), and safely stabilize students through de-escalation techniques who have been triggered. Means of restoration commonly used to build community and/or restore relationships are:

- Providing opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals
- 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 the Phoenix House

More information is detailed in Element 1 (*Innovative Elements of the Educational Program*). At VAMS, student behavior data is monitored through Dean's List, a software program customized by Bright Star Schools to manage behavior and character education.

Push-in support services from campus support staff

All discipline policies and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Family 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

It is the Charter School's preference to keep students on campus as frequent as possible and to limit the amount of suspensions issued. If a suspensions, it is when it is believed there may be risk to themselves or others on campus.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

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 work on personalized learning assignments through Summit and after-school tutoring as needed to ensure s/he is able to keep up with school work while on suspension. While the student is on in-school suspension, they will be supervised by the VAMS Assistant Principal in the VAMS administrative office. This ensures the safety of the general student body, staff and school campus visitors. Additional supports provided to the student and their family is counseling and an assigned, individualized scope and sequence in *Ripple Effects* (a social and emotional learning and behavior intervention online platform). The maximum number of days of in-school suspension per incident in an academic year shall not exceed 5 days. Procedures for suspension, including family notification, is listed in *Element 10.3 Procedures For Suspension*.

10.3: Procedures For Suspension

A student may only be suspended by the school Principal, an Assistant Principal, or administrative designee of 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 except in cases in which the safety for students, staff, and visitors is a concern. 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^[A1] conference is an opportunity for the student to understand the reason for potential disciplinary action, to present witnesses or testimony about the incident in question, and to speak candidly about the situation with administration, providing a meaningful opportunity to be heard^[A2]. 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, a fair and thorough investigation would have taken place including, if applicable, the gathering of witness statements, evidence 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. It is important to note that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated.

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, with a maximum of 20 total days in suspension. 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
- Reasonable accommodations will be provided as needed

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 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 of 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, Assistant Principal or administrative designee of the Principal. A suspension appeal may be made in writing to the 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 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 Disciplinary 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 Principal 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. For students whose expulsion has been overturned, a re-entry conference will be facilitated by a trained school personnel the next school day, and the student will be re-admitted immediately.

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: Staff Retirement Systems

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.).

All staff members in certificated positions of VAMS participate in the California State Teachers’ Retirement System (CalSTRS). VAMS’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. VAMS 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 VAMS 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.

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.

Charter Schools also has an optional 403B plan that both certificated and classified employees can participate in. The certificated employees do not receive any match from the employer for the 403B plan. Only classified full time employees receive a match up to 4% of their contributions.

In other words,

- Certificated employees participate in CalSTRS retirement system.

- Classified employees participate in the federal Social Security System. Classified employees do not participate in CalPRS.
- Both Certificated and Classified employees can participate in the optional 403(b) retirement system. Only Classified employees get up to a 4% employer match.

The Vice President of Human Resources 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 public school of choice, VAMS 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

Brian Perry, Principal

Valor Academy Middle Schools

9034 Burnet Ave, North Hills, CA

- 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

Brian Perry

Valor Academy Middle School

9034 Burnet Avenue, North Hills, CA

- 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).)

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.

15.1: Charter School Closure Procedures

Bright Star Schools' Executive Director and Deputy Superintendent of Education, along with the VAMS 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 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Valor Academy Middle] (also referred to herein as “[VAMS]” 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 measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special

Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated 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.¹²

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.

¹² 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(1). 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 bloodborne 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

[Scholarship Prep Lomita-Harbor City]

[25425 S. Western Ave., Lomita, CA, 90717]

- 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

[Scholarship Prep Lomita-Harbor City]

[25425 S. Western Ave., Lomita, CA, 90717]

- 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).)

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.

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, 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).)